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ABSTRACT

Eight teams of Indiana secondary school librarians and social studies teachers participating in a 5-week workshop produced summaries of curriculum units and teaching aids to be used in their schools during 1981-82. Designed to maximize the use of available library resources, the cooperative projects are reported to serve as a stimulus and a guide to others. Units presented are entitled: "America Near the Turn of the Century;" "Immigration: Strategies and Materials for Identification with Real People," "The Middle East: A Multimedia Parallel Resource Manual for Gifted, Middle-Range, and Remedial Students;" "Caught Up in Hate Larger than Themselves: Three Episodes of Collective Behavior;" "Developing Nations' Role in the 1980's and Their Implications upon the United States;" "Absolute Rulers on Trial;" "Units of Study Designed for the Learning Disabled Student in Eighth Grade United States History;" and "America's Industrialization: The Gilded Age (1876-1910)." The various summaries include bibliographies, reading lists, reference sources, student topic lists, worksheets, lists of audiovisual aids, and other materials. (RAA)

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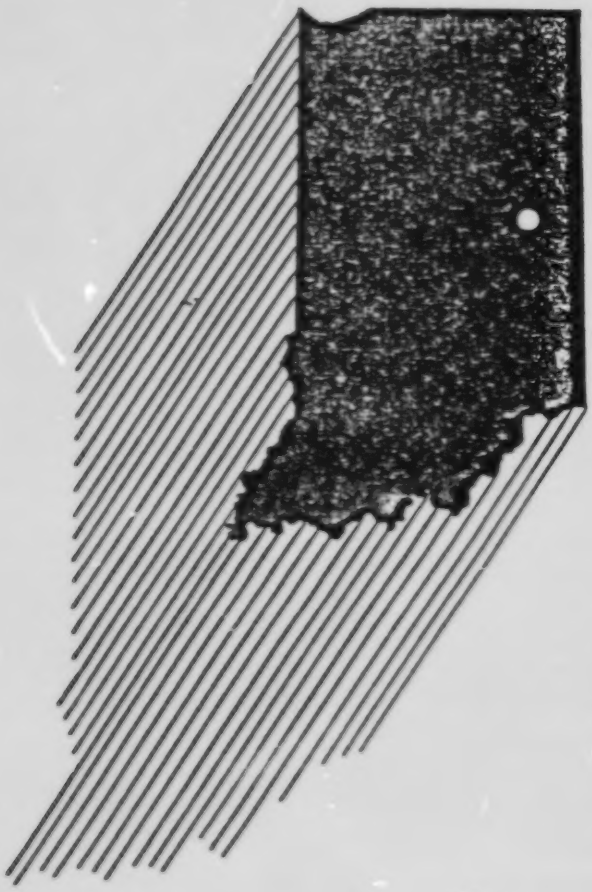

Ball State University

and

The National Endowment for the Humanities

June 8 - July 10, 1981

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Preface

The second "Libraries, Librarians, and Secondary School Teachers" workshop sponsored by the National Endowment for the Humanities and held at Ball State University, Muncie, Indiana, ran from June 8 to July 10, 1981. Eight teams of Indiana secondary school librarians and social studies teachers participated.

Curriculum units and teaching aids developed in the five week period will be used this fall in Indiana schools. Each team was asked to submit a brief summary of the problem it sought to solve or the need it attempted to fill together with a sample of the material it had produced. This volume contains those summaries. I hope that they will be suggestive and stimulating to any who read them.

This year's staff deserves commendation for the fine job it did. Neal Coil of the Department of Library Service and Dwight Hoover of Ball State's History Department were excellent in and out of the classroom. Also deserving of mention are the members of the Advisory Committee, Arthur Meyers, Librarian, Muncie Public Library; Jesse F. McCartney, Director of the Office of Instructional and Professional Development; Frank J. Sparzo, Associate Director of the Office of Instructional and Professional Development; M. Kay Stickle, Coordinator of the Resource Center for Public School Services; and Ann Szopa, Doctoral Fellow in the Department of History, who helped in the selection, the perfection, and the evaluation of the projects. Daryl B. Adrian, Chairman of the English Department; Ray R. Suput, University Librarian; Michael B. Wood, Acting University Librarian; Charles E. Smith, Director of the Office of Research; Norman J. Norton, Acting Dean of the College of Sciences and Humanities; Michael Gemignani, Dean of the College of Sciences and Humanities; James V. Koch, Provost; and Robert P. Bell, President, gave support and encouragement. Barbara Brodt, Secretary to the Project Director, got the program over the humps and squeezed it through the tight places. My thanks to you all.

E. Bruce Kirkham
Project Director

AMERICA NEAR THE TURN OF THE CENTURY

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N.E.H. WORKSHOP
"LIBRARIES, LIBRARIANS, AND SECONDARY SCHOOL TEACHERS"
BALL STATE UNIVERSITY, MUNCIE, INDIANA
SUMMER 1981

PROJECT REPORT

America Near the Turn of the Century is a sound/slide presentation developed and produced for our middle school social studies program. It deals with a period of history which is limited in coverage by our present textbook and by the scarcity of materials for visual impact. We wanted a product which would effectively strengthen and co-ordinate the instructional unit we presently cover while at the same time be flexible enough to be used with future textbooks.

We needed audio-visual programs which could be adapted to several levels of instruction thus meeting the varied needs of our students. Also, a multipurpose presentation was desired to maximize the instructional potential of the historical material. A concurrent need was for our team to learn the mechanics involved in such a production. Only a "hands-on" experience would generate enough training to enable us to produce this sound/slide set and other presentations at a later date. Finally, we needed to obtain high quality audio-visual materials at a minimum expense. This format lends itself to both considerations.

We designed our project so that it can be utilized in a variety of ways in the classroom. It will allow the teacher to use it to introduce, expand, complement, and/or review textbook coverage as needed. The presentation, in addition to

being adaptable to the needs of the instructional level, can be used to supplement a unit of study with gifted students--serving as a starting point for indepth research. In the general education classes it will be presented to enforce the textbook material. Also, this presentation will serve as an important learning tool by stressing significant areas of our history in a manner readily understood by students with learning handicaps.

By infusing selected library materials into a custom-designed social studies teaching unit such as we have done, we have provided access for our students to materials which have an unsuitable format for general classroom use, such as cumbersome tomes and tiny pictures. This presentation introduces subjects not discussed in the present teaching program we have and co-ordinates teaching units we are already using.

After examining materials in several formats (books, recordings, slides, filmstrips, and study prints) we determined what materials would best suit our needs and proceeded to locate and select approximately two hundred pictures which emphasized our subject. With the assistance of staff from Bracken Library, Teachers College, Library Science Department, Department of Radio and Television, and our advising professors we have finished our project: two twenty-minute sound/slide presentations complete with music and automatic synchronization.

Producing this presentation has fostered an appreciation for the other team member's role in the educational pro-

gram and will promote greater interaction between the social studies faculty and the library staff. This project has strengthened the research skills of the team and introduced new and diverse materials available in Bracken Library and other campus facilities which will significantly broaden the existing social studies instructional program we have.

We believe we have produced an appropriate sound/slide presentation which will fit into our educational program. It will fill a void both with content and impact. As it expands the student's awareness of the subject through audio-visual methods it will facilitate the learning process by emphasizing important cores of material. Its usefulness is greatly enhanced by its versatility. Not only is it multi-purpose in nature, it can be dismantled and regrouped for specific purposes if necessary. The slide program can be expanded or shortened as the teaching units change.

We will evaluate this project multi-dimensionally; both teachers and students will participate in the evaluation. Methods will include:

Instructor Level:
- A. Teacher Questionnaires
- B. Frequency of Use
- C. Personal Interviews
- D. Demand for Additional Programs
- E. External Feedback

Student Level:
- A. Class Observation and Reaction
- B. Class Discussion
- C. Pen and Paper Testing

Because we have mastered the mechanics of sound/slide production and believe this presentation will be enthusiastically accepted, our principal has granted a preparation period each day to continue production of more such programs.

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SOUND/SLIDE PRESENTATION NARRATION

INTRODUCTION

The forty years between 1880 and 1920 wear many labels. In turn, they were known as the Progressive, the Populist, and the Reform Era. They were a time of incredible change--punctuated by social upheavals which shook and reshaped American life.

It was mostly a time of contrasts: there was hope for a new beginning for some, while others knew only insufferable despair; captains of industry used new technology to become American giants, but their wealth was supported by the working backs of men, women, and children. America was a land of plenty for those who held money, while only a banquet from bins awaited the desperate poor. This was an age when a stick-in-the-hand meant recreation to some and bone-breaking power to others. It was a time of security and fraternity for a burgeoning group of citizens, while social unrest became the business of reformers. Women were marching, demanding a change in the Bill of Rights which included the right to be heard. Others fought the law in the streets when government contested their right to a union-called strike.

It was a time of invention--a time of hope.

It was America near the century's turn.

PART I

IMMIGRATION AND URBANIZATION

The single most important event shaping America during these forty years was mass immigration, chiefly from Europe. The reasons for this immigration were as varied as the people who came. War, famine, political and religious oppression, overcrowding, and raw ambition have been given as reasons for the flow. But whatever the propelling factors, the immigrant's lot from distant shore to final settlement here was hardly an easy one.

This above-deck view of an Atlantic liner is a far cry from advertisements that spoke of "excellent accommodations." Passengers slept six to a narrow, straw-mattressed bunk. Bathing was prohibited as water was rationed, and passengers were expected to provide their own food for the trip's duration. Once landed at Ellis Island the immigrant's problems only multiplied. As seen in this photo by Lewis Hine, a Slavic family goes through the bewildering task of trying to locate lost baggage.

Once baggage was claimed, the necessary but frightening round of medical examinations began. Here, a United States Public Health Service physician hunts for evidences of trachoma, an eye disease responsible for most of the medical detentions for deportment.

These immigrant women have "E"'s chalked on their coats

denoting them as people with suspected eye diseases. These men are about to be surveyed by a sharp-eyed examiner. Some will be chalked with an "H" (suspected heart trouble), an "X" (mental defects), an "F" (face rash), or an "L" (lame). An average of one in ten immigrants, but as high as one in four from some ships, were rejected and deported for various reasons. Here we see a woman trying to solve a construction problem as evidence of her mental aptitude. Most young immigrants yearned for the day they could stand in front of a Federal judge and be sworn in as a citizen of the United States. However, their first task was always--finding shelter.

Some lucky single men found quarters with jobs. This is a photo of an immigrant dormitory used during the construction of the New York State Barge Canal. Railroad, mining, and logging camps were set up on the same order. Usually most laborers were not so lucky. These men, Italians, are jammed into a spot house. For five cents a day they were guaranteed a spot to sleep. Immigrant families without ties in this country, for the most part, lived in what was available: the lower east side of New York City. It was an area with the most densely packed population in the world. It had a population density of over one thousand people to the acre. This woman and child share a basement room of a tenement. The room is easily rented for living quarters though it looks suspiciously like a storage cellar. This Italian family of seven shares one-and-a-half rooms with one another and restroom facilities with thirty-five others. Some tenements became infamous. Jacob

Riis labeled these tenements "the foul core of the New York City slums." In just one block of these Mulberry Street tenements, known as The Bends, 155 children between the ages of six months and five years died in 1882. For all their troubles life went on and a sense of community developed. These washlines, and the gossip over them, were as much a part of city living as they were of a rural setting. These new Americans are dropping a few of their belongings to people collecting clothes for the relief of the Italian earthquake victims of 1909. Each community developed its own marketplace for the perculiar needs of its people. Here we see the neighborhood of Hester, Norfolk, and Essex Streets. This was a predominently Jewish community and the streets were littered with over fifteen hundred peddlers.

While some found work in the streets as peddlers and some hired on with railroads and construction crews, many were reduced to a life of homework. Homeworking was a system developed in the cottage industries of Europe and was brought to this country to the great benefit of manufacturers. The products to be completed were brought home in bundles to be worked on and finished as quickly as possible. Payment was done on a piecework basis. Hence, the more hands one had available, the more one big family might make. Lucky families like these had the use of sewing machines, thereby increasing their output and income. They finished jobs roughed-out in the downtown sweatshops. Most new Americans couldn"t afford automatic stitching machines and were reduced to hand sewing, a devastating task

done for twelve to sixteen hours at a stretch. Other industries saw advantages in this system. This apartment in Homestead, Pennsylvania, shows the system was not limited to big cities. This family wraps tobacco leaves into cigars. These people have found work shelling nuts. The woman in the rear breaks the shell with her teeth, while those in the foreground finish the job. Conditions at home were never sanitary or healthful but, when compared to the sweatshops of the era, they were no worse than the worker could expect elsewhere.

Factories of the period offered little in the way of comfort. Here, women and children prepare food for canning--working twelve-hour shifts with no time off for meals. These working women prove that some employers did think of the needs of employees. Note the chairs, light, and ventilation. Unfortunately, they were a small minority of the businessmen of the period. Children vied for jobs outside the home, too. Factory pay was a little better than homework, and it had the added benefit of being away from home. This bobbin boy unwittingly shows the perilous working conditions of the day. Boys were employed everywhere. In glass factories they were mold-holders and polishers. This photo shows a lad in the middle of his work. Youngsters who couldn't find factory jobs or homework looked to the streets for employment. Some, like this procession of street hucksters, hawked newspapers for a living. Boys fought over the best territories and it wasn't long before the most innocent became street-wise. A newsboy law was enacted by New York City reformers to regulate the

newsboys' working hours. It restricted them to sixteen hours a day between the hours of 6 a.m. and 10 p.m.

Those children who couldn't or wouldn't find jobs took to the streets to live. The street became the center of life in the larger cities. To children who had never seen a tree they became a playground. To those who lived in an area like Mullin's Alley crime became a way of life. Mullin's Alley was notoricus as a place for plotting and committing crimes. It was estimated by Riis that eleven out of twelve boys who grew up with the streets as their home would wind up as convicted criminals.

While streets were playgrounds for children and testing grounds for criminals, they were also breeding grounds for disease. These youngsters play in a gutter near a dead and rotting horse. The city of New York tried to keep pace with the problem of such disease-harboring carcasses but summer heat and driver mistreatment always produced an unmanageable crop of dead horses. The streets also provided a chance for advancement among the immigrant population. New York City employed over four thousand policemen (mostly first and second generation Irish) and over two thousand street sweepers (usually of Slavic origin). The cop on the beat and the sweeper with his cart were as much a part of this era as hooligans and horses.

This time was not without its more tender side. There were Americans who cared, who saw faults in the system, and who rushed into the worst of the city to help those in need. Politicians, led by energetic progressives like Teddy Roosevelt,

railed against uncaring big business and society's treatment of the hyphenated-American. Men like Dwight Moody (here in top hat surrounded by street urchins) gave up promising careers in business to become unsalaried street missionaries. Moody worked tirelessly to drum-up both money and boys for the Y.M.C.A. He worked among kids with names such as Butcher Kilroy, Redeye, Indian, Rag Breeches, Cadet, and Madden the Butcher. Others worked, as had Horace Mann two generations before, to bring education to the lowest of the working class. This New York City industrial school on 52nd Street is crowded by today's standards; nevertheless, it was more than a step up from the street. This photograph of a public school shows conditions little better than primitive; however, this is where the great Americanization of the immigrants and the hope for the future began.

Jane Addams was another who took her fight to the city's core. She and Ellen Starr founded Hull House for the impoverished immigrants in Chicago in 1889. Hull House was more than a half-way house to those who lived about it. It was their link to the rest of the world. Hull House provided a day-care center, a nursing clinic, and an open-air school. Also, it offered hygiene classes, new-mother and infant-care classes, classes for those entering business, and so much more. It grew as time progressed and became a model for other cities' social agencies.

Writers, too, aided the cause of the poor. They made middle-class America aware of the dispossessed. Marie Van

Vorst (and her sister, Bessie) called attention to the plight of the working woman in her book Women Who Toil. Jacob Riis, through his photos, essays, and books, played a major role in exposing the exploitation of children in manufacturing. Children were being employed in factory and mine work in increasing frequency. They were given the most backbreaking and mindless jobs--many times remanded to the task for life.

Evangeline Booth, "the White Angel of the Slums," worked among the poor and started soup kitchens so that the hungry might not be relegated to culling the garbage heaps in search of food. Some immigrants who had made the transition to American life formed societies to help the newest comer. This Russian immigrant home aided some of the flood that entered our ports. During the first ten years of this century over eight million immigrants came to the United States from Europe.

Where social agencies and workers failed, the churches and synagogues tried. Many felt their only ties in the new land to be that of the religion of their fathers. This convent near Philadelphia primarily served the needs of immigrant children. This New York synagogue (seen here during Sabbath services) became the center of calm for many in a sea of turmoil.

The days of immigration were days of flux, instability, and social upheaval. They were more than a little frightening for many--they were the forging of a new America.

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PART II

SOCIAL UPHEAVAL

Part I of this slide series dealt with the plight of the immigrant. In this second half, we will study the turmoil that changed American society forever.

Women took the lead in demanding change. Women like Elizabeth Blackwell shook the male fraternity by invading their sanctuaries of work. She was the first American woman to receive a degree in medicine. Clara Barton, seen here around the time of the Civil War, was responsible for forming the American Red Cross--the first organization to aid the victims of the battlefield and later those victims of natural disasters. Carry Nation chopped up the nation's saloons in her bid to rid us all of Demon Rum. Dorthea Dix worked tirelessly to end the centuries-old brutal treatment of the mentally ill. Restraint pens, quaintly called cribs, were used to quiet the unruly. This devise made no provision for feeding or sanitation. It was not uncommon for patients to be strapped to chairs or beds for days on end. This contraption was said to be more progressive than the restraining jacket. One wonders.

Though the impact of these reformers was great in their given areas, society as a whole felt little as a consequence of their actions. Much was left to other women and men in shaping the fabric of America.

Fed by the promises of progressives in the government,

reformers were emboldened and pressed on. Roosevelt and Taft were seen by many as friends of the common through their habit of breaking trusts. Led by the progressives and sickened by the excesses of management, the country looked on favorably as labor's Joan of Arc, Elizabeth Gurley Flynn, helped lead a strike of textile workers in Lawrence, Massachusetts, to a contract victory. Chiefly through photographs by Lewis Hine, the country was made aware of the terrible working conditions and the numbing hours put in by the nation's youth in the mills of the country. The strikers were mostly adults and the advantages of contracts fell to them, but the picture of mill hands belonging to children helped win the country's sympathy and support.

It wasn't always that way.

Samuel Gompers, himself an immigrant, became president of the Cigar Maker's Union in New York City. He successfully negotiated for his cigar makers (here seen working while listening to a reader whom they paid with their own wages). Later, as the first effective president of the American Federation of Labor, Gompers worked to mold several shops into a union of unions. Others took up his call for better working conditions and an eight-hour day. Pictured now is an anarchist speaking to a workingmen's rally in Haymarket Square, Chicago, 1886. Someone from the crowd threw a bomb into the ringing police and seven were killed in the blast. The police regrouped, charged, and broke up the assembly. Eight anarchist speakers were arrested and sent to trial for murder. The outrage of public opinion was immediate and the jury took its lead. Four

of the eight were found guilty and hung while one committed suicide.

Six years later in Homestead, Pennsylvania, (across the river from Pittsburgh), a strike with the magnitude of a civil war began. The workers in Homestead lived right by the mills in what was almost a company town. When Henry Clay Frick (manager of the Carnegie Steel Works) cut wages again and again, the men went on strike. They were trapped in Homestead by economics, and the continual reduction in wages made life all but impossible. The workers at this time were mostly of Slavic descent. Frick used one immigrant group after another as competition to keep wages low. When workers finally struck, Frick locked the plant, built a wall about it, and hired an army of strikebreakers through the Pinkerton Agency. When the Pinkerton's came floating down the river on barges, the strikers were ready. They had acquired a cannon and had stuffed it with nuts and bolts to fire at the enemy. They used boiler plates to shield themselves and forced the strikebreakers into surrendering. Public sentiment seemed to be running with the strikers until a young anarchist rushed into Frick's office and attempted to assassinate him. Public opinion swung to the side of Frick and the National Guard and local police restored order and reopened the plant. The strike was broken and all union activists were fired and blacklisted. The <u>Pittsburgh Survey on Living Conditions in Homestead</u>, trying to find a reason for the violence there, concluded that the enviroment must take a share of the blame. The backs of most homes or tenements

opened upon a common court. These courts housed playgrounds, sheds, and privy vaults alike. Many vaults were only partly covered and became the breeding ground for flies and vermin. The survey reported there were "just 26 vaults for 1,306 people, while only 3 tenements had running water with an average of 50 people to the pump."

If environment was the main contributing factor for labor unrest as the Pittsburgh report suggests, then the company owned by George Pullman should've been exempt. Pullman was described as a "domineering lord and an irascible individual." Yet, he designed a town to be a model for other industrialists. His town of Pullman, Illinois, had sturdy homes and apartments, clean streets, and well-tended lawns. There were schools and playgrounds, pure water and garbage collection. However, rents were high: Pullman had decided the town should pay for itself. The church by the park stood idle for over three years. No congregation could afford the $3,600 yearly rent. When depression hit, Pullman cut wages time and again while keeping rents and utility prices at pre-depression levels. The workers reacted with a fury. Pullman cars were pulled from trains and mobs took over the South Chicago railyards. When two strikers were shot by police the mob burned over seven hundred freight cars. Illinois Governor Altgeld would not reply to pleas for help from Pullman. Eventually, President Cleveland sent in the army to restore order and protect the mail carried by the trains. The strike was crushed.

Workers fared no better in the mines. In Ludlow,

Colorado, miners struck for a variety of reasons and moved outside the company town to set up a tent city. An army of thugs was hired by the company managers and they attacked the tent city with machine guns and kerosene. Women and children tried to escape the fighting by seeking refuge in dirt cellars dug as storage bins. They died, trapped by kerosene fires in their places of safety. The Colorado National Guard was called in to restore order, but the strike was over, the union broken.

The country's labor problems became second page news when an exposé of the meatpacking industry stunned the nation. Americans were used to seeing food vended in the streets. Though probably unsanitary, it gave shoppers the chance to inspect the food they purchased. In The Jungle, a novel by Upton Sinclair, the practices of the meatpackers came to light. Sinclair described sausage making: "Every spring they would clean out the waste barrels; they would find in them dirt and rust and old nails and stale water. Cart load after cart load of it would be taken up and dumped in with the fresh meat. They would make some of the meat into smoked sausage. They wouldn't take the time to smoke it. They called in their scientists, doused it with borax to preserve it, and colored it brown." The reaction from the public was immediate. The Food and Drug Administration was created to inspect meats and insure their purity, and to inspect the cleanliness of the surroundings in which they were prepared. This company photo shows the new, sanitary sausage rooms. It is a far cry from the description of Sinclair.

If the country was quick to react to a scandal in the food industry, it was next to unmovable in granting rights to women. Women, spurred on by the victories of the militants in other fields (notably labor) began to demand equal treatment and rights under law. They wrote, sang, marched, and twisted male arms. Women's leaders Elizabeth Stanton (seated) and Susan B. Anthony (standing) formed a National Women's Suffrage Movement in 1869. They demanded no less than a constitutional amendment giving women the right to vote. Women, by necessity, learned to play pressure politics. This group is calling on the mayor of Yonkers, New York, to present him with tickets to a Suffrage Movement-sponsored dance. No record exists of his attending.

When war came, women backed the cause with vigor. Women's groups formed nursing corps and the farmerette groups to produce food for the war effort. They also found it possible to find jobs in fields that had hitherto belonged entirely to men. Whether it was operating an elevator, ushering passengers aboard a train, or greasing a coupling between rail cars, women felt a new sense of purpose and worth. Their victory in obtaining the vote by amendment is symbolized here as Carrie Chapman Catt casts her vote for the first time in August of 1920.

The new century created problems for unsuspecting Americans, but it also brought escapism and relief from the troubles of the day. Nickelodeons popped up in city and town, holding the mighty up to sport as policeman and boss alike

were ridiculed for the amusement of all.

Undeniably, the rich were still mighty. And financier J.P. Morgan did purchase a half-million dollars worth of pearls for the Mrs., and wealthy horsemen did give a banquet for their pets. Certainly this period had been one of contrasts, but the nearing depression would change some of these contrasts. Such ostentatious displays of wealth would soon be a thing of the past.

America, which slowly had been developing a sense of order, was about to be shaken again.

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IMMIGRATION:

Strategies and Materials for Identification with Real People

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Muncie, Indiana

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I. INTRODUCTION

A. The Need For the Curriculum Unit.

The Kokomo-Center Township School curriculum guide for the social studies program for eighth grade students calls for student identification with real people, their lives, and how they contributed to the nation's development. There is a need for specific strategies and materials for the immigration unit which will enable the student to gather and synthesize information about people who have immigrated to the United States from early times to the present.

Immigration is interwoven in the fabric of American history in the textbook currently used. While this places the role of immigration in perspective with the many facets of the development of the United States as a country, it is difficult for the student to recognize and to gain an appreciation for the role immigration has played in individual lives. The study of immigration needs to be presented in a unit to enable the student to gain an awareness of the contributions made to America by specific immigrants.

Because of the recent influx of minority based groups, including Blacks, Hispanics, and Orientals, into our school population strategies are needed that will facilitate student identification with a particular nationality, their contributions in the past and the potentiality of contributions of immigrant groups now and in the future to the United States. It is important that students learn that their ancestors and they themselves are important to the growth and development of America.

B. What We Have Done To Meet These Needs.

We have gathered and made hands-on materials: transparencies, maps, graphs, charts, time lines, tables, and worksheets. Slides have been made and subdivided into three areas related to immigration: the immigrants' experiences, contributions made, and cartoons about immigration. Newspaper and journal articles from the peak periods of immigration have been copied and laminated for class use. A list of report topics has been developed. Strategies have been devised and enumerated. Goals and general instructional and behavioral objectives were formed. Sample lesson plans and a resource bibliography have been made and are in the second section of this report.

C. Goals.

Our general goal has been to design a curriculum unit that can be used as a complete unit on immigration or as a source of ongoing enrichment activities as needed by the individual teacher. The strategies and materials gathered for this unit are aimed at achieving three goals. The unit will enable the student to identify ethnic backgrounds. It will expand the student's knowledge of ethnic immigrant contributions to include individual immigrant contributions thereby enabling him/her to recognize the diverse influences which have helped to make the American national experience unique in history. It will provide strategies for student instruction on how and where to locate appropriate information for identification of his/her ancestral

background and heritage.

D. Instructional Objectives.

Social Studies Skills	Library Skills
The teacher will:	The librarian will:
1. construct charts, maps, graphs, time lines and tables requiring student completion by using library references.	1. introduce reference sources such as atlases, almanacs, encyclopedias, and the Statesman's Yearbook.
2. provide instruction for making a written report on an ethnic group chosen by the student. a. note taking b. outlining c. footnoting and bibliography d. acceptable written form	2. review the card catalog emphasizing subject headings, the biography section of the library, reference sources; and introduce using the index of a book, and the Readers Guide to Periodical Literature.
3. distribute a list of individual's names as topics for completion of student reports on immigrant contributions to America.	3. provide individual assistance to students in gathering information for reports.
4. instruct the students in search methods for locating information on their ancestral background. a. provide students with a chart for recording	4. furnish instruction to the students on Historical Society and public library genealogical materials.

information.

5. arrange for media materials for class discussions and student use in making their reports.

6. develop multi-dimensional techniques for evaluating student products.

5. instruct the students and/or teachers on using the equipment necessary for classroom use.

6. determine multi-dimensional techniques for evaluation of student use of library resources and media equipment.

E. Behavioral Objectives.

Social Studies Skills

Each student will:

1. complete assigned charts, maps, graphs, time lines, or tables using library references.

2. write a report in the form described by the teacher on the ethnic group he/she has chosen.

3. choose an individual as a topic for writing a report on immigrant contributions to America.

   a. The student will write or present an oral report according to the guidelines set by the teacher.

Library Skills

Each student will:

1. indicate on assigned charts, maps, graphs, time lines or tables a total of three references used.

2. submit a copy of the bibliography for verification of sources.

3. request assistance, if needed, from the librarian in locating information for their report.

4. conduct an interview with a parent, grandparent, or older relative to complete the information requested on the family background chart. a. write two letters to relatives not interviewed in person to gain information for the chart.	4. ask or answer questions during the class discussion.
5. answer questions during the class discussion over information in media materials. a. use one type of media in his/her report presentation.	5. keep a checklist of media equipment that he/she has received instruction on, and demonstrated an understanding of its operation.
6. complete assigned projects according to teacher's directions at an accuracy level set by the teacher.	6. demonstrate an understanding of and ability to use the card catalog, specified reference materials, and media equipment.

F. Evaluation.

Three basic techniques are to be used in student evaluation: paper and pencil activities, teacher observation of student participation, and student-teacher conferences.[1] Each technique

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[1]Frank Sparzo, "Collecting Data for Evaluation," Featuring Faculty at Ball State University, 2 (October 1978): 6-7.

determines student attainment of behavioral objectives listed in the specific lesson plan for strategies utilized in the individual teacher-class situation.

Sample evaluation forms for this unit are given in the next section of this report. A separate form is provided for student responses and for teacher responses.

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II. STRATEGIES AND SAMPLES OF MATERIALS

These strategies may be used with most social studies texts. They appear in a sequential order to be employed by the teacher for the study of a specific chapter, or individually incorporated as desired. The listings are stated in a general manner so that they may be adapted to meed individual needs of both the teacher and the student. Many of the activities are suitable for group work.

1. Study the song "America" by Neil Diamond.
2. Complete simulated application form for visa.
3. Use simulation, "Land of Milk and Honey".
4. Make a map showing where a person, family, or nationality originated from and where they settled.
5. Construct pie, bar, or line graphs on early, later, or recent immigration.
6. Complete "Hall of Fame" chart for selected nationalities and/or famous immigrants.
7. Organize events chronologically that are pertinent to the history of immigration in time line form.
8. Illustrate the number of immigrants coming from specified nations in a table.
9. Study specific immigration terms through cloze tasks, word association activities, or worksheets asking for meanings.
10. Make a list of immigration acts for which students will write a brief description on how it effected immigration.
11. Use audio-visual materials such as slides, tapes, films, filmstrips and still pictures to portray the immigrant experience.

12. Make a bulletin board or posters showing adjustments the immigrant had to make in America: language, clothing, housing, foods, and jobs, or advertisements promoting immigration to America.

13. Display ability-leveled reading materials on immigration.

14. Develop interest in the books by partially telling a story.

15. Collect copies of newspaper and journal articles over the periods of peak immigration for students to read and discuss.

16. Write a letter inviting a person who is an immigrant to speak to the class.

17. Take a field trip to an area settled by an ethnic group.

18. Utilize different writing projects to explore immigrants and immigration; for example

    a. Select 10 pictures from still pictures or slides to illustrate a report based on the premise that the student takes the role of an agent for a railroad company promoting immigration among people in his native land.

    b. Write short captions for a slide presentation.

    c. Write a short report on the immigration of a specific nationality.

    d. Do a case study or biography of a well-known immigrant.

    e. Cut out the conversation bubble in a comic strip and write a dialogue that reviews the topic.

    f. Write or illustrate a poem on immigration.

    g. Contact foreign agencies for immigration information and/or policies.

    h. Write a report as though doing it for a radio or TV

news program.

i. Analyze a short fiction story as to the kinds of people who appear in them; in terms of racial, religious, and national backgrounds; and how they are treated in the story.

j. Select one picture on immigration and write a diary for the first week of the immigrant's experience in the United States.

k. Write the ending to an unfinished play.

19. Role play a particular experience in an immigrant's life.

20. Put on a play written about immigration, such as Escape to America, by Lee Baler.[1]

21. Establish whether there is or was an ethnic community at the local level.

a. Conduct a phone book search for ethnic names, and categorize by nationality.

b. Look at street names, check origin through local zoning board.

c. Take tombstone rubbings, check courthouse records to see if person was native-born or immigrant.

d. Check census records, declaration of intention to become a citizen records, archives for genealogical information, city directories, historical society records, deeds, marriage and birth records, wills, church records, and Sanborn maps.

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[1]Lee Baler, Escape to America, Junior Scholastic, 20 March 1981, p. 10-12.

e. Read copies of newspapers published in your locality from early to recent times.

f. Conduct an oral history in your community. Students can start with their own parents, then other members of the family, and then friends and neighbors.

22. Hold an ethnic day for your class.

a. Display realia of other countries.

b. Participate in games and dances from different countries.

c. Wear costumes of other countries.

d. Taste foods representing various ethnic groups.

23. Make a scrapbook of maps, tables, charts, graphs, reports, creative writings, posters, and newspaper articles collected during the study of immigration.

11/JCBS

A Model Lesson Plan

Grade level: 7th, 8th

Time: 30 minutes

Topic: Immigration; Strategies and Materials for Identification with Real People.

Goal: To use a current song to introduce or summarize the unit.

Instructional Objectives:

The teacher will:

1. provide a tape or record of the song "America" by Neil Diamond.[1]
2. distribute a copy of the lyrics to each student.
3. lead a discussion on the meaning of the song.

Behavioral Objectives:

The student will:

1. listen to the recording.
2. analyze the meaning of the lyrics when provided a copy of the song.
3. identify that the song is about immigration to America.
4. identify three feelings expressed by the lyrics.
5. propose reasons for Neil Diamond writing this song.

Evaluation: 1. Pupil's learning. 2. Teacher's instruction.

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[1]Neil Diamond, "America" (Sound Recording). The Jazz Singer. (Los Angeles: Capitol Industries EMI, Inc., 1980) cassette.

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Materials: tape or record of "America", copies of lyrics, cassette or record player.

Procedure:

Play recording completely through. Distribute copies of the lyrics to each student. Instruct the students to read their copy as the song is played again. After playing the recording the teacher will lead a discussion using the following questions:

1. Who or what is this song about?
2. What feelings are expressed in the lyrics?
3. Why do you think Neil Diamond wrote this song?

13/JCBS

Model Lesson Plan for

"The Land of Milk and Honey"[1]

Simulation

Grade level: 7th, 8th, 11th

Time: 45 minutes for simulation; 45 minutes discussion time

Topic: Immigration; Strategies and Materials for Identification with Real People.

Goals: to simulate experience of entering the United States as an immigrant.

Preparation:

1. Students read text assignments about immigrants.
2. Materials include: 30 3x5 data cards, 2 copies of instruction sheets to doctors, 30 immigrant instruction sheets, two tables, one smaller table, graham crackers, and cartons of milk for established number of immigrants permitted to enter America.

Instructional Objectives:

To recreate a scene possibly experienced by ancestors of the students who immigrated to America.

To encourage students to look beyond the simulation, the text, and content.

Behavioral Objectives:

After completing the simulation, the students will:

1. list problems associated with entry to this country.

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[1]Wayne Manhood, "The Land of Milk and Honey. Simulating the Immigrant Experience," Social Education 43-44 (January 1980): 22-24.

2. develop hypotheses as to why the system worked this way.
3. propose a plan for a quota system that would be fair to all who come to the United States.
4. discuss the simulation exercises.

Evaluation:

1. Students will be evaluated by teacher observation of participation in the simulation activities and discussion.
2. The students will make a list of problems encountered in entering America.
3. Instructional strategy will be evaluated by completing a rating form on the simulation's merit.

Procedure:

1. Set up table with honey graham crackers and cartons of milk.
2. Identify "doctors" and give them instruction sheets.
3. Identify "primary line inspector" and give him/her instruction sheet.
4. Distribute data cards and instruction sheets to students. The number of applicants are[1]:
   a. Green card (Irish) - 6
   b. Blue card (German) - 9
   c. Red card (Russian) - 5
   d. White card (English) - 4
   e. Yellow card (Italian) - 6
5. Assure orderly progression of processing students (immigrants).

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[1]The number of cards and quotas depends on class size.

6. Close simulation by having students admitted to the United States help themselves to a honey graham cracker and a carton of milk.

Discussion:

After students are seated introduce the discussion by asking:

1. How did you feel while standing in line? After you were admitted? After you were rejected?
2. List on a piece of paper the problems you had in gaining entry.
3. What caused some to be admitted and some to be rejected? (List on board.)
4. Did you feel discriminated against? If so, what prejudices did you sense?
5. Could you determine a pattern of acceptance and/or rejections? If so, describe the pattern.
6. Would these patterns exist in 1850? 1870? 1890? 1910? 1920? 1940? 1960? 1970? Now?
7. Would patterns have an effect on the United States? How? Politically? Socially? Economically?
8. What admission policies would you change or keep?
9. What conclusions can you draw from this experience?
10. Compare America to the country you are supposed to have emmigrated from on the basis of philosophy of life; respect of time; working conditions; manners; family relationships, etc.

Variations:

1. Use other time periods.
2. Use other countries having high immigration rates.
3. Students imagine they are immigrating to another country.

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DATA CARDS

The teacher should prepare data cards in the proportions of applicants (see above), and the cards would contain such data as:

Visa

Age: 68
Skilled, literate
Poor health
Male
Protestant
German

Visa

Age: 7
Unskilled, illiterate
Good health
Female
Roman Catholic
Russian

Visa

Age: 60
Skilled, illiterate
Typhoid
Male
Roman Catholic
Irish

Visa

Age: 25
Skilled, illiterate
Good health
Female
Anglican
English

17/JCBS

INSTRUCTIONS TO DOCTORS

You are one of two doctors who are to examine the immigrants as they come into America. The total quota is:

a. Green card (Irish) - 5 admitted
b. Blue card (German) - 8 admitted
c. Red card (Russian) - 3 admitted
d. White card (English) - 10 admitted
e. Yellow card (Italian) - 4 admitted

Keep in mind that WASPS (White Anglo-Saxon Protestants) are prefered. Few persons are purely WASPS, literate, and in good health. Factors such as vocational skills, literacy, health, and religion are also to be considered. Anyone who is mentally defective, lame, blind, or who could not hold a job is to be rejected. Doctors are to check for signs of leprosy, trachoma (eye disease), favus (a contagious skin disease), or other contagious diseases. If you think an immigrant may have a defect, give the immigrant the card: "E" for eye problems, "F" for skin diseases, "L" for lameness, "X" for mental deficiencies, and "H" for possible heart problems.

18/JCBS

INSTRUCTIONS FOR PRIMARY LINE INSPECTOR

As immigrants are sent to you, you are to check their name against the ship's manifest. Quickly ask the immigrant the following questions:

What work do you do?
Do you have a job waiting for you?
Who paid for your passage here?
Is anyone meeting you?
Where are you going?
Can you read and write?
Have you ever been in prison?
How much money do you have?
Show it to me now.
Where did you get it?

If they pass, you send them to the table with honey graham crackers and milk. Those not passing are sent back to their home country (their seats) at the expense of the shipping line.[1]

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[1] Ann Novotny, Strangers At the Door (Riverside, Conn.: Chatham Press, Inc., 1971), pp. 8, 14, 18-19.

19/JCBS

INSTRUCTIONS TO STUDENTS

(IMMIGRANTS)

Today is April 17, 1907. You have just received your visa (data card) to America and must remain on ship (in your seat) until you have finished reading this sheet. When you have, take your visa and line up single file in front of one of the doctor's tables. You have just arrived at Ellis Island and are waiting to enter the United States. The different colored visas represent different nationalities.

The doctors have instructions as to entry. They will determine who may enter the "Land of Milk and Honey" — the United States. Please hand your visa to the doctor as you approach the table for your examination. The doctor will return your visa, and, if admitted, you will present it to the primary line inspector at the third table.

If you speak English, depending on your country of origin, you may be able to "bargain" with the doctors and inspector. Otherwise, whatever you say will be disregarded. The law states that a parent must accompany any very young child who is deported. Children aged ten or older may be sent back to their home countries and simply released on their own.

Your goal is to get into the "Land of Milk and Honey". You must meet the qualifications, follow the regulations, and stay in line until your turn.

HALL OF FAME - INDIVIDUAL IMMIGRANTS

Name	Date Immigrated	Country of Origin	Contributions to America	Source	Page Number
Louis Agassiz					
John J. Bausch					
David Dubinsky					
Vladimir Nabokov					
Victor Herbert					
Jacques Lipchitz					
Knute K. Rockne					
William Mayo					
Meyer Guggenheim					
Sidney Hillman					
Ole E. Rolvaag					
Bruno Walter					
Felix Frankfurter					
Henry Kissinger					
Bela Schick					

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This is a sampling of 24 slides out of 68 slides made.[1]

I. The Immigrants' Experiences

a. Unwilling immigrants - Blacks
b. Steerage
c. Examining immigrants - 1907
d. Ad for return to homeland
e. Tenement in New York
f. Polish miners
g. Taking the Oath of Allegiance
h. Vietnamese - 1975

II. Contributions of Immigrants

a. Irish help build railroads
b. Bell invents telephone
c. Carl Schurz - political leader
d. Charles Steinmetz - theory of alternating current
e. Mayo Clinic
f. Mardi Gras
g. Greek-American parade
h. Chinatown, San Francisco

III. Cartoons on Immigration

a. Uncle Sam opens arms wide - 1870
b. Antagonism between American workers and immigrants
c. Uncle Sam being swallowed by Irish and Chinese
d. The Last Yankee - 1888
e. Assimilating Irish - 1889
f. Immigrant tailor
g. Political cartoons "Get Off the Fence" - W. W. I

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[1]W. S. Kuniczak, My Name Is Million (New York: Doubleday and Company, Inc., 1978); Ann Novotny, Strangers At the Door (Riverside, Conn.: Chatham Press, Inc., 1971).

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TOPICS FOR IMMIGRATION REPORTS

Artists and Architects

Leutze, Emanuel
Lipchitz, Jacques
Wright, Frank Lloyd

Business Leaders

Astor, John J.
Bausch, John J.
Carnegie, Andrew
Du Pont de Nemours, Eleuthere
Fuller, Alfred C.
Guggenheim, Meyer

Composers and Musicians

Berlin, Irving
Heifetz, Jascha
Herbert, Victor
Schonberg, Arnold
Stravinsky, Igor F.
Toscanini, Arturo

Labor Leaders

Dubinsky, David
Gompers, Samuel
Jones, Mary H.

Scientists and Inventors

Agassiz, Louis
Audubon, John J.
Bell, Alexander Graham
Einstein, Albert
Ericcson, John
Fermi, Enricco
Mayo, William W.
Pupil, Michael J.
Schick, Bela
Steinmetz, Charles
Von Braun, Wernher
Woksman, Selman A.

Writers and Journalists

Cahan, Abraham
Nabokov, Vladimir
Pulitzer, Joseph
Riis, Jacob A.
Rolvaag, Ole E.
Wheatley, Phillis

Related Biographies

Baryshnikov, Mikhail
Bergman, Ingrid
Brzezinski, Zbigneiw
Capra, Frank
Collier, Peter
Dietrich, Marlene
Delmonico, Lorenzo
Flanagan, Edward J.
Frankfurter, Felix
Goldwyn, Samuel
Hitchcock, Alfred
Kissinger, Henry
Rockne, Knute K.
Schurz, Carl
Valentino, Rudolph

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RELATED TOPICS FOR IMMIGRATION REPORTS

Effects on Individuals

Effects on Nations

Immigration During Colonial Times

The Great Immigration

Old and New Immigration

Immigration Laws in the United States

United States Immigration Policies

The Immigration and Naturalization Service

Castle Garden

Ellis Island

Citizenship

Know Nothings

Oriental Exclusion Acts

Visas

Refugees

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ORAL HISTORY - PARENTS

Some problems you may have in searching your personal history:

1. You may have only one parent and can't find out about the other.
   a. Fill in the information you are able to find.
2. You may be adopted.
   a. Fill in the information based on who you live with.

Answer as many questions as you can.

1. Where was I born? _____
2. Where was my mother born? _____
3. Where was my father born? _____
4. Where were their parents born? _____

   (Mother's parents) Grandmother _____

   Grandfather _____

   (Father's parents) Grandmother _____

   Grandfather _____

5. What kind of work does your father/mother do? _____
6. How did they get into it? _____
7. What major moves have your mother/father made in the past 10 years, 20 years, 30 years, etc.? _____
8. What kind of home did your mother/father live in as a child? (farm, house, apartment) _____
9. List important family events. (Fought in war, received an honor, attended a special school, etc.)

_____

_____

_____

_____

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TEACHER EVALUATION OF THE UNIT

SA = strongly agree
A = agree
D = disagree
SD = strongly disagree
NO = no opinion

Check only the box that most nearly describes your opinion.

This curriculum unit:

	SA	A	D	SD	NO
1. is easy to use.					
2. is useful with any textbook.					
3. contributes significantly to the social studies curriculum.					
4. has realistic goals and objectives.					
5. meets the needs of my students.					
6. has reasonable expectations of students' library skills.					
7. enables the teacher to improve resources available to the student.					
8. provides strategies that will benefit the student's library skill development.					
9. provides strategies that will benefit the student's knowledge of immigration.					

10. Suggestions or comments: _____

_____

_____

_____

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STUDENT EVALUATION OF THE UNIT

SA = strongly agree
A = agree
D = disagree
SD = strongly disagree
NO = no opinion

Check only the box that most nearly describes your opinion.

	SA	A	D	SD	NO
1. This unit has increased my knowledge of immigration.					
2. This unit has increased my understanding of immigration.					
3. The "Land of Milk and Honey" simulation enabled me to identify with a person entering a new country.					
4. The librarian's instruction on researching a topic helped me in gathering information for report topics.					
5. I think I will use the library more since I have received instruction on using the library.					
6. I prefer getting information from books.					
7. I prefer getting information from audio-visual materials.					
8. I can see that my ethnic heritage has made a valuable contribution to my life in America today.					

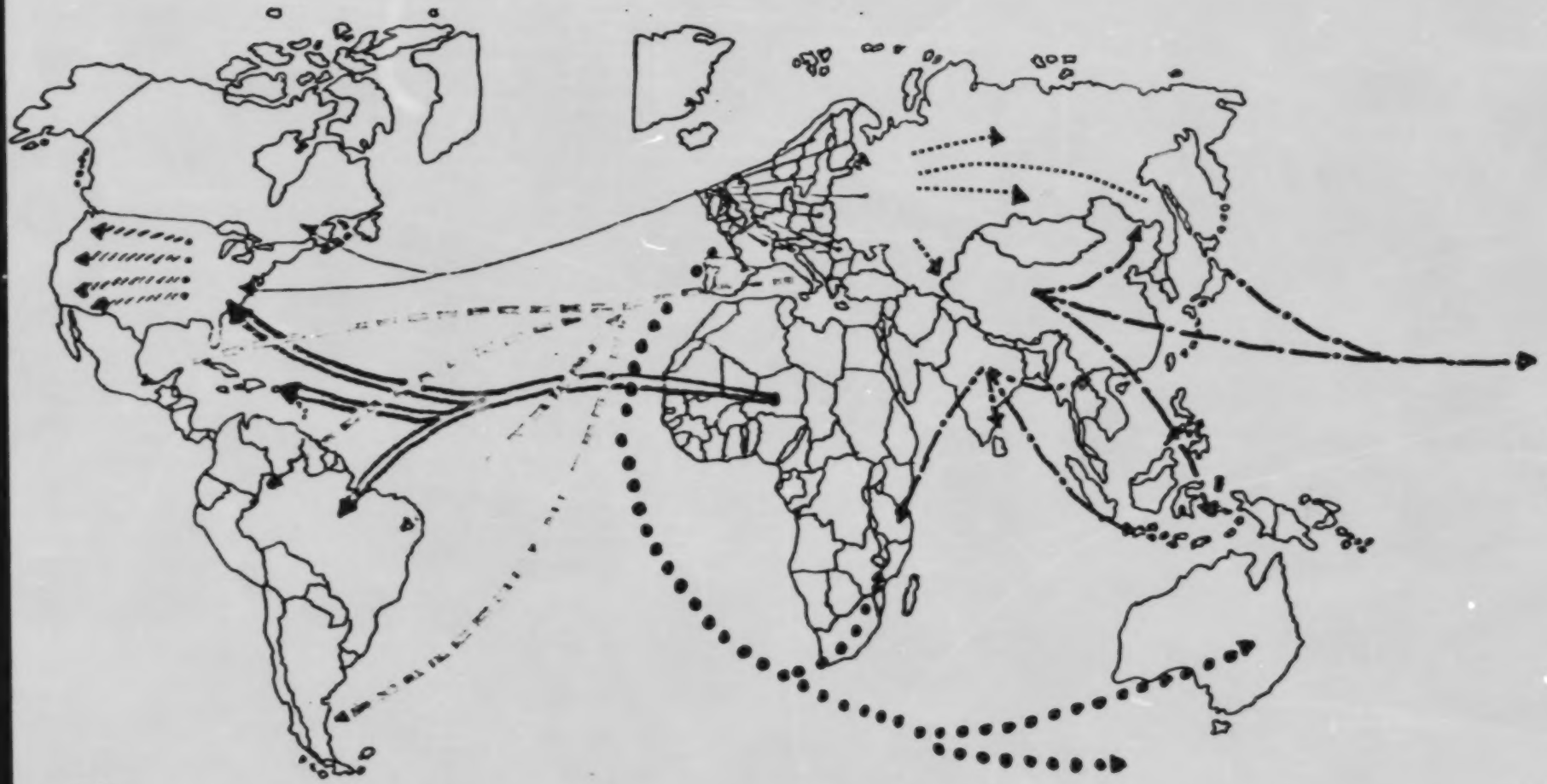
9. The activity/activities I enjoyed most in this unit was/were

_____.

10. To make this unit more meaningful I suggest that _____

_____.

PATTERNS OF IMMIGRATION SINCE THE 16th CENTURY



60

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WESTWARD MIGRATION

FLOW FROM CHINA, INDIA, JAPAN

FROM GREAT BRITAIN

FROM LATIN COUNTRIES OF EUROPE

EASTWARD IN RUSSIA

FROM ALL PARTS OF EUROPE

IMPORTS OF SLAVES

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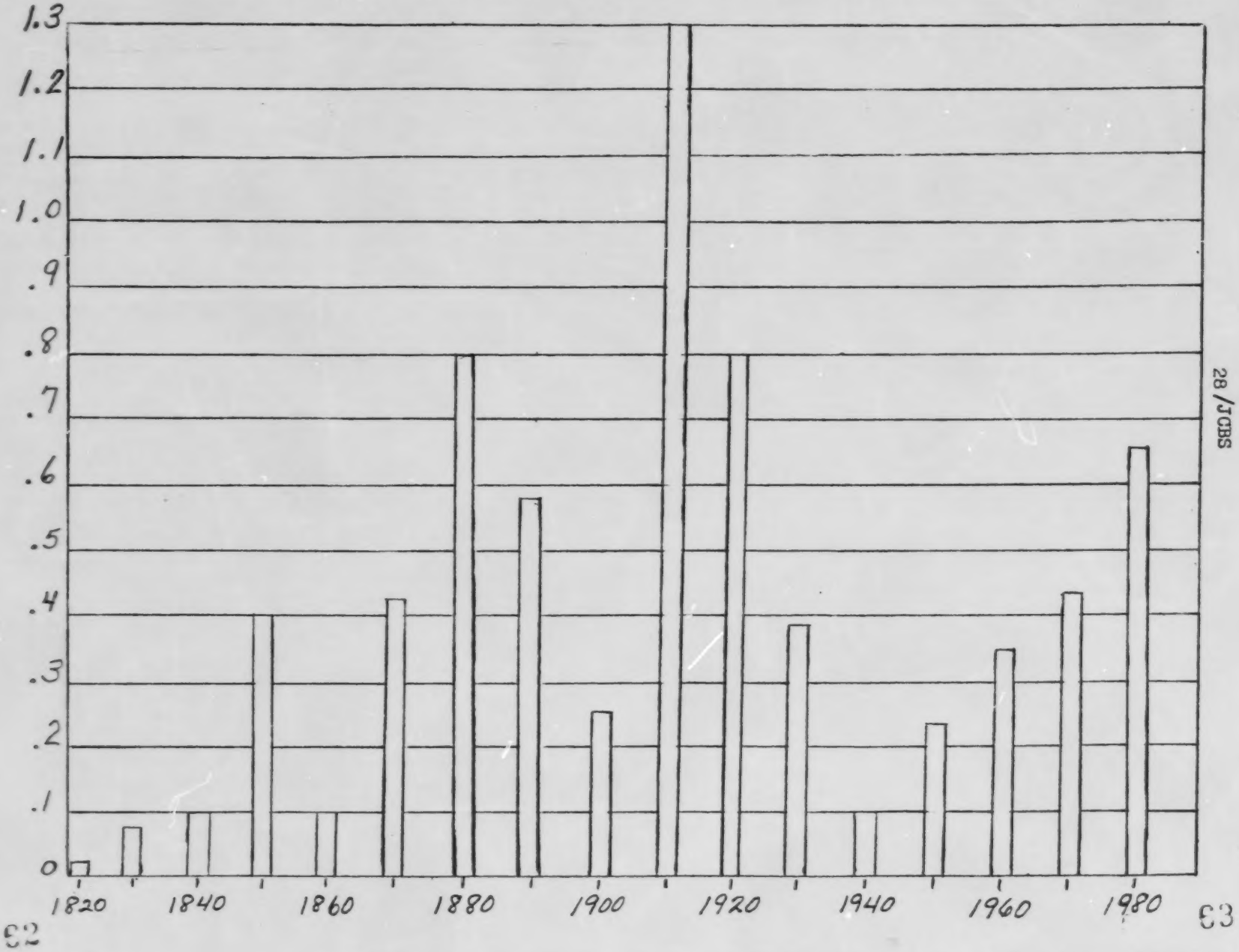
PEAKS IN IMMIGRATION



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May, Charles P. The Uprooted. Philadelphia: Westminster Press, 1976.

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World Almanac and Book of Facts, 1980. New York: Newspaper Enterprise Association, 1979.

B. Non-print Materials

1. Motion Pictures

American Enterprise (Motion Picture). New York: Playback Associates, 1976, 5 reels, 29 min. each, sd., col., 16mm.

The First Impact (Motion Picture). New York: Time-Life Films, 1972, 1 reel, 52 min., sd., col., 16mm.

The Huddled Masses (Motion Picture). New York: Time-Life Films, 1972, 1 reel, 52 min., sd., col., 16mm.

The Immigrant Experience: the Long, Long Journey (Motion Picture). New York: Learning Corporation of America, 1972, 1 reel, 28 min., sd., col., 16mm.

2. Videotape

People (Videorecording). American Enterprise Series. St. Petersburg, Fla.: Modern Video Center, n.d., cassette, 30 min., col., 3/4 in.

3. Filmstrips and Kits

The American Adventure (Kit). Chicago: Field Educational Publications, 1972, 5 filmstrips, 5 discs, 1 teachers guide.

Immigration: the Dream and the Reality.(Kit). Tarrytown, N.Y.: Prentice-Hall Media, 1970, 6 filmstrips, 6 discs, 1 teachers guide.

The Japanese Nightmare (Kit). Tarrytown, N.Y.: Prentice-Hall Media, 1970, 1 filmstrip, 1 disc, 1 teachers guide.

Little Italy (Kit). Tarrytown, N.Y.: Prentice-Hall Media, 1970, 1 filmstrip, 1 disc, 1 teachers guide.

Minorities Have Made America Great (Kit). Tarrytown, N.Y.: Prentice-Hall Media, n.d., 2 filmstrips, 2 discs.

A Nation of Immigrants (Kit). Pleasantville, N.Y.: Guidance Associates, 1967, 1 filmstrip, 1 disc, discussion guide.

A Nation of Immigrants - Today (Kit). N.Y.: New York Times Co., 1976, 1 filmstrip, 1 disc, discussion guide.

Our Ethnic Heritage - Immigration, Migration, Urbanization (Filmstrip). Nyack, N.Y.: Judith Mara Gutman, 1976, 6 rolls.

Story of America's People Today (Kit). Jamaica, N.Y.: Eye Gate Media, 1972, 8 filmstrips, 8 cassettes, sd., col.

4. Transparencies

Fundamental Facts of Immigration (Transparency). South Plainfield, N.J.: AEVAC Inc., 1972, 8 sheets, 8x10 in.

5. Tapes

Diamond, Neil. The Jazz Singer. Capitol Records, 1980, cassette 4XV-12120, 40 min., stereo.

They Chose America: Conversations with Immigrants (Sound Recording). Visual Education, 1975, 12 cassettes, 1 guide.

THE MIDDLE EAST

A MULTIMEDIA PARALLEL RESOURCE MANUAL

FOR GIFTED, MIDDLE-RANGE AND REMEDIAL STUDENTS

Jeanne Harrell/Colleen Craig

Bon Air Middle School

Kokomo, Indiana

"Libraries, Librarians, and Secondary School Teachers"

N.E.H. Workshop

Ball State University

Muncie, Indiana

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1JH/CC

THE NEED FOR THE PROJECT

In the Kokomo Center Township Schools the seventh grade textbook is Exploring Our World: Eastern Hemisphere, published by Follett. This book is supplemented with a classrcom set of The Middle East: History, Culture, People, published by Cambridge Book Company. A curriculum guide, written in 1974, details five areas of study: Soviet Union, Southeast Asia, Sourthern Asia, Middle East, and Africa. Follett has one chapter of twenty pages on the Middle East. This plus the Cambridge book is the basis of a six week unit. The basic areas of concentration are: the geography of the area, how the people adapt to their environment, and the cultural life of the people. Special emphasis is placed on the Moslem religion, the history of the region, the Arab-Israeli conflict, and the problems of oil, water, and nationalism in this area of the world. The material used is suitable for the normal-range student, but special materials are in short supply for the advanced and remedial students.

The Follett text is too difficult for some students and presents a superficial coverage of the material needed to understand this region. Also, the present availability of resources on all three reading/comprehension levels to supplement the textbook is limited in the Bon Air library. Most books currently available and applicable are better suited for middle-range and gifted students. The printed media is especiallyfrustrating for the low/low-middle students. The audio-visual resources are better, but they do not have the

needed in-depth coverage.

To solve these problems, our project has been to develop a manual with parallel projects and resources for the gifted, middle range, and remedial seventh grade student. The manual incorporates print and nonprint materials, some of which are suitable for thermal reproduction. These materials include folk tales, maps, and diagrams that can be made into transparencies or individual student copies. These are available on three varying difficulty levels.

This manual will give our school immediate benefits, as well as future improvements. Since the resources are either available in the kit or the library, the teacher should be able to more efficiently prepare for the Middle East unit. By eliminating time-consuming research, the teacher should have more time to develop more projects in addition to those in the manual.

This manual will also provide an opportunity for the student to learn and reinforce library skills. This would supplement the seventh grade language arts curriculum as well as the social studies curriculum. The ability grouping also helps to keep from overwhelming the student with too sophisticated skills at a rapid pace.

THE PROJECT

Goals, objectives, and projects

There are two basic goals of this manual. The first is to reinforce student library skills learned in language arts classes.

The student would thus experience an interdisciplinary approach to a project. The second goal is that the student will learn to use these skills to locate specific requested information.

Each project will contain its own set of behavioral objectives. This will be a suggested list; the individual teacher will need to adapt these to the individual classroom. The list is not meant to be comprehensive, only selective.

The following pages contain suggested projects on five topics: (1) geography, (2) culture and religion, (3) city, village, and desert environment, (4) Arab-Israeli conflict, and (5) oil and other resources. Each topic contains four projects on each of the three prescribed levels. The teacher planning the unit may determine which project(s) is appropriate and adapt it to suit the students' needs.

Materials included in the manual kit

Student Readings

Included in the kit are also selected student readings on each reading level. These were materials unavailable from corporation sources. See the bibliography for listings.

Transparencies

Other materials in the kit include a set of transparencies. These include the following topics:

1. Types of Water
2. Mountains and Precipitation
3. From the Camel Comes. . .
4. Oil from Ground to Refinery
5. Underground Oil Deposits
6a. Traditional vs. Scientific Agriculture I
6b. Traditional vs. Scientific Agriculture II
7. Map of the Middle East--land use
8. Map of the Middle East--average annual rainfall
9. Map of the Middle East--population distribution

City Maps

City street maps of several Middle Eastern cities are a part of the teacher resource kit. The criteria for city selection was based on the city's newsworthiness and on the availability of its map. If rapidly changing events should warrant, these could be updated and changed by writing the tourist information center in the country where the city is located. Included in the manual are these maps:

1. Damascus, Syria
2. Khorramshahr, Iran
3. Cairo, Egypt
4. Tel Aviv--Jafo, Israel
5. Beirut, Lebanon
6. Teheran, Iran

Slides

A set of thirty illustrative slides of various aspects of the Middle East are included also. These can be used by the teacher or by the student . With a slide camera visualmaker, this collection can be added to. The available slides are:

Haifa, Israel	Cairo-Transit and People	Beersheba Bedouins
Golda Meir	Cheops, Pyramid, and Sphinx	Arid Lands--worldwide
Israeli School	Egyptian Bazaar	Sahara Desert
Palestinians in Israel	Nile Valley	Southern Sahara
Israeli Farmer	Egyptian Irrigation	Village Baked Goods
U.N. Forces in the Middle East	Modern Irrigation	Desert Village
Beirut Battleground	Traditional Irrigation	Women of Saudia Arabia
Cairo, Egypt-Ancient	Algerian Desert	Morocco Trading Center
Cairo, Egypt-Modern	Desert Nomads	Abu Dhabi
Suez Canal--1975	Ancient Damascus	Saudi Oil Field

These slides are listed according to a general presentation.

SJH/CC

Evaluative Guidelines

The kits also has available some evaluative guidelines. The classroom teacher is the best judge of which criteria to use with his/her group. However, some guidelines are listed here to assist the teacher in developing an instrument.

Criteria for discussion evaluation

1. accuracy of information
2. frequency of participation
3. quality of comments

Criteria for creative projects evaluation

1. neatness
2. accuracy of rendition
3. detail content

Criteria for written report evaluation

1. accuracy of information
2. use of composition format (see Composition Guide sheet in kit)
3. correct grammar usage (see checklist in kit)

Criteria for ALL reports

1. use of library skills in finding information
2. bibliography of resources

Other suggestions might include post-project evaluations of student library skills and teacher usage. Sample instruments may be found in the Appendix.

ENVIRONMENT, CITY, VILLAGE, AND DESERT LIFE PRODUCTS

Gifted	Middle Range	Remedial
1. Using a city map of a Middle Eastern city, locate the old and new sections of the city. Locate slides that illustrate both sections. Compare and contrast the old with the new.	1. Use an almanac or other source to prepare a graph on the sources of water in the Middle East.	1. Research and illustrate products received from the camel. List other items you feel a Bedouin would need to be self-sufficient.
2. Research life in the city, village, and on the desert. Explain how they are alike. Discuss the changes taking place in each.	2. Research the life of the Bedouin. Explain what adjustments Bedouins have to make to their environment.	2. Using materials from the kit and library sources, prepare an illustrative report on where people live in the Middle East and why.
3. Research and report on population patterns in the Middle East. Show the distribution of population between city village and desert people.	3. Read T.E. Lawrence's "Bedouin Feast." Research to see what has changed since this was written.	3. Compare shelters of other nomads; i.e. American Indians, Mongols, Eskimos, Lapps, and nomads of Tibet with those of the Bedouins.
4. Using reference materials, make a population profile bar graph of an oil rich Arab country, Israel, and an Arab country without oil. Alternative project: Make a population profile bar graph on a oil rich Arab country today and 20-30 yrs. ago. Explain changes.	4. Research and create a poster showing economic growth and its effects on the lives of city, village, and desert life.	4. Research and illustrate the various forms of irrigation used in the Middle East today.

6JH/CC

7JH 'CC

These are suggested behavioral objectives developed as an outgrowth of student interaction with proposed environment, city, village and desert life projects.

1. The student will be able to identify the various characteristics of city, village, and desert life.
2. The student will be able to discuss the social problems that arise with rapid social and cultural changes.
3. The student will be able to recognize how the environment affects the lifestyle of a people.
4. The student will be able to identify elements covered in the term "culture."
5. The student will be able to use a street map.
6. The student will be able to recognize and identify the three major environments of the Middle East.
7. The student will recognize that there are various levels of economic prosperity in the Middle East.

OIL AND OTHER RESOURCES PROJECTS

Gifted

1. Research "petro dollars." Explain the problems they have created in the world's economy.
2. Research the need for capital for oil exploration. Determine where the Middle East obtained the resources to develop the oil deposits found there.
3. Trace a barrel of oil from its underground source to its destination at your local gas station. Explain the steps along the way.
4. Research the methods used in locating underground oil deposits.

Middle Range

1. Research how the oil rich countries are using their oil money. Explain what problems are being solved and what problems have been created from this.
2. After researching several resources on the Middle East, create a wordfind puzzle to share with the rest of the class.
3. Research the other natural resources and why they are largely underdeveloped.
4. Research the discovery and development of oil in the Middle East.

Remedial

1. Research and explain why oil is one of the modern world's most important resources.
2. Research the premise, "Middle East oil has been depleted." Determine what other resources could be marketed.
3. Research the date palm. Diagram the parts of the date palm, identifying its various parts and demonstrate how each is used.
4. Research the products derived from oil. Concentrate on the areas of the transport industry, clothing, medicine, and other products found.

These are suggested behavioral objectives developed as an outgrowth of student interaction with proposed oil and other resources projects.

1. The student should realize that oil is a limited resource.
2. The student should realize that there are other resources in the Middle East.
3. The student should realize that resources other than petroleum are relatively underdeveloped.
4. The student should realize that money received from international sales of oil has drastically changes in some Middle Eastern lifestyles.
5. The student should be able to assess that the location, development and distribution of oil is a complex and expensive process.
6. The student should be able to identify some of the multitude of products derived from oil.
7. The student should be aware that oil has become essential in an industrialized society.

ARAB-ISRAELI CONFLICT PROJECTS

Gifted

1. Research the biblical basis for both Arab and Jewish claims to Palestine.
2. Research the Palestinian refugee problem resulting from the Arab-Israeli Conflict. Suggest solutions to this problem suitable to all sides.
3. Research superpower involvement in the 1973 War. Explain the Arab use of oil as a weapon during and after this war.
4. Research the basis of Arab resentment of Israel. Explain the Arab position on Israel. Explain Israel's reply to the Arabs.

Middle Range

1. Research and make maps of Israeli border changes from 1948 to present.
2. Research the PLO and their influence on the Middle East.
3. Using current periodicals report on the present Arab-Israeli situation.
4. Research and report on the use of terrorism by both Arabs and Israelis.

Remedial

1. Research and report on Henry Kissinger and shuttle diplomacy. Use biography form.
2. Prepare biographical reports on one of the following: Golda Meir, King Faisal, Anwar Sadat, King Hussein, Menachan Begin. Use biography form.
3. Research and prepare a time line of the Arab-Israeli Conflict.
4. Research the sources of Arab and Israeli military equipment.

10JH/CC

These are suggested behavioral objectives developed as an outgrowth of student interaction with proposed Arab-Israeli conflict projects.

1. The student should recognize that the conflict is as old as the area itself.
2. The student should realize that neither side is totally in the right.
3. The student should realize that any conflict in the region could spark international repercussions.
4. The student should recognize the individual contributions of regional and international leaders to the cause of peace.
5. The student should realize that terrorism has been an important weapon throughout the history of the area.
6. The student should be able to define "refugee."
7. The student should realize that the Arabs have and do use oil as a diplomatic tool for improving their position in the conflict and in their world standing.

GEOGRAPHY PROJECTS

Gifted	Middle Range	Remedial
1. Using reference materials, explain how population growth could effect the ecological balance of an area like the Middle East.	1. Consulting library materials, make a chart showing the natural features of the land, the availability of water, and where the people live in the Middle East.	1. After consulting an atlas, make a relief map of the Middle East.
2. Research and diagram the hydrological cycle. Explain how this affects life in the Middle East.	2. After consulting an almanac or other sources, make a line or bar graph of several Middle Eastern countries. Compare it to Indiana. Explain differences inferred from this information.	2. Consult a science book to find out how salt is removed from sea water. If possible, demonstrate this to the class.
3. Research the Aswan High Dam and its ecological effect on Egypt.	3. Research and report on the Fertile Crescent, its location, its history, and its importance.	3. After doing research, prepare riddles that include the description of geographic and man-made features of the Middle East. Have other students identify these features.
4. The Middle East is sometimes called the "Near East." Part of it used to be called "Levant." Using reference materials, determine why these names were used and if they were appropriate.	4. Research and report on the al Maghrib, its location, its features, and its effect on life in the region.	4. On a Middle East map, indicate the fertile and desert areas, and locations of oil deposits and minerals.

12JH/CC

These are suggested behavioral objectives developed as an outgrowth of student interaction with proposed geography projects.

1. The student will be able to use maps and globes to make inferences about the culture of the Middle East.
2. The student will be able to see the total pattern of relationships between living things and their environment.
3. Using reference materials the student will be able to determine the natural resources of the Middle East.
4. The student will be able to use a legend on a map.
5. The student will be able to identify and locate major land forms of the region.
6. The student will be able to locate the Middle East on a map and name some countries in it.
7. The student will be able to list the prevalent climates of the Middle East, what they are and where they are located.

CULTURE AND RELIGION PROJECTS

Gifted	Middle Range	Remedial
1. Using reference materials make a display of scientific achievements made by people of the Middle East. This should be accompanied by a written report.	1. Construct a chart comparing and contrasting the major religions of the Middle East: Islam, Christianity, and Judaism.	1. Construct a time line with major events from the three religions: Islam, Christianity, and Judaism.
2. Research the importance of religion in the way of life of the people and into the government and politics of various Middle Eastern countries.	2. Research the life of Kemel Ataturk and his effort to change traditions in Turkey. Use "Researching a Biography Report" included in kit.	2. Research and report on English words that were derived from Arabic.
3. Research and report on the traditional and changing roles of men and women in the Middle East.	3. Compare and contrast the lives of women in Israel to women in a Arab country, i.e. Saudi Arabia, Jordan, and Egypt.	3. Research and construct a time line on the major events of the Arab Empire.
4. Research the way of life in the Middle East now and twenty years ago. Include kinds of homes and how they are furnished, what they eat, how food is prepared, sanitation facilities, educational opportunities, health care, etc. Explain how these changes have effected the people.	4. Research Islamic art and compare it to Western art. Use composition format with example of works of art.	4. Research and report on the life of a muezzin.

14JH/CC

15JH/CC

These are suggested behavioral objectives developed as an outgrowth of student interaction with proposed culture and religion projects.

1. The student will be able to discuss the nature of Islam worship and religious practice.
2. The student will be able to define Arab and Arab culture.
3. The student will be able to discuss differences between a traditional society and one with a developed economy.
4. The student will be able to discuss the social problems that arise with rapid social and cultural changes.
5. The student will be able to identify elements covered in the term "culture."
6. The student will be able to identify the major religions of the Middle East and be able to discuss how they permeate the life of the region.
7. The student will be able to recognize contributions of people of the Middle East.

17JH/CC

WRITING AND GRAMMAR CHECKLIST

Check your report against the items on the list.

1. I wrote in complete sentences.
2. I used correct punctuation.
3. All words are spelled correctly.
4. Word divisions at the end of a line have been done correctly.
5. I avoided the use of "crutch" words—well, and, but.
6. I have used the correct form for numbers.
7. I have used homonyms correctly—to, too, two, they're, there, their.
8. Vague or unclear words have been avoided.
9. Pronouns and antecedents have been used correctly.
10. I have developed organized paragraphs—
    a. topic sentences
    b. supporting detail
    c. concluding sentences.

18JH/CC

COMPOSITION GUIDELINES

1. All compositions should have at least one rough copy—"scribble sheet". This rough copy may be on any type of paper. Pencil or any type of ink may be used. There is no form for the rough copy—may have crossouts, scribbles, no margins, etc. The rough copy is for you to get down your ideas or thoughts before you forget them. Most students do tend to forget ideas very quickly when writing a paper. Get yours down as soon as possible in any way, shape or form.

2. After you have written the rough copy and have all your ideas on paper you are ready to begin the final one. The final copy has very strict guidelines that you must follow. These guidelines are:

   a. All final copies must be on white, lined paper. This paper will be provided for you in class.

   b. Use only blue or black ink.

   c. Write only on one side of the paper.

   d. Put heading in the upper, right-hand corner of the paper. The heading should include your name, class, period, and date.

   e. The title of the composition should be on the very first line of the paper. Skip one line before you begin the writing of the composition.

   f. The beginning of all paragraphs must be indented—set in about one half inch from the margin.

   g. All papers must have a margin— one inch on the right side and one inch on the left side. If you follow the red line, you should have a proper margin. Also leave a one inch margin at the bottom of the paper by leaving the last two lines empty.

   h. Papers should be free of spelling and grammar errors.

   i. It is very difficult to avoid making errors when writing. If a mistake is made, cross it out once and write it again. There should not be too many crossouts, but some are permissible.

   j. Papers should be written as neatly as possible.

   k. When the final copy is complete, always read it over to catch any mistakes that you might have missed.

19JH/CC

Researching a Biography Report

Research is an organized search for information. You are trying to gather information and tell others about what you have learned. Obviously, you must make sense and back up your statements with facts and opinions of qualified people. The following is a guide to where to start researching and the steps to follow.

First source:

I don't know who this is! (or even if you do.) Then go to an encyclopedia or biographical encyclopedia and find out! Understand! Then take down (in your own words) important facts and ideas.

Second source:

How does this person relate to the time period? Find a more specific book that traces this person in the time period. This might be a history textbook or a biography (or collection of short biographies),

Third source:

What else is important? What did others think about him/her? What did he/she have to say about his/her life or times? What contributions did he/she make? Look into the other sources:

other books	testimony before committees
filmstrips	newspapers
slides	videotapes
magazine articles	transparencies
speeches	

Answer these questions at the very least:

- full name
- place(s) lived
- mother/father - name/occupation
- brother(s)/sister(s) - name/important influences
- important events during lifetime
- contributions:
  - what?
  - when?
  - where?
  - why?
  - value to others?
  - how does it reflect time period?

Don't forget a quotation. It can either be by or about your person. Take it down word for word and put quotation marks around it.

20JH/CC

EVALUATION OF LIBRARY SKILLS

Prepare a Middle East bibliography on the items on this list. Use correct bibliographic form. (Guide for writing research papers available from language arts teachers.)

A. Three different kinds of maps in different books.

B. A book totally on the Middle East.

C. A picture or definition on one of the major landforms.

D. An advertisement of a Middle Eastern product.

E. Two encyclopedia references on the major religions.

F. A history related biography.

G. Four newspaper or magazine articles on the Middle East.

H. (Extra credit) A fiction book on the Middle East.

21JH/CC

TEACHER EVALUATION INSTRUMENT

SA—Strongly agree D—Disagree
A—Agree SD—Strongly disagree
NO—No opinion

Check appropriate column for each item.

The Manual	SA	A	NO	D	SD
1. is useful is assemblying a unit on the Middle East.					
2. is easy to use is assemblying the unit.					
3. has projects useful in fulfilling objectives of the unit.					
4. has resources useful in meeting goals of the unit.					
5. lets individual teacher adapt it to fulfill his/her specific needs.					
6. has useful annotations in the bibliography.					
7. enables the teacher to improve resources available to the student.					
8. provides resources not available elsewhere for the teacher.					
9. provides resources not available elsewhere for the student.					
10. has projects at the ability level of your students.					
11. has material pertinent to a developed understanding of the Middle East.					
12. has resonable expectations of student research skills.					
13. contributes significantly to the growth of the teacher's unit on the Middle East.					

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	SA	A	NO	D	SD
14. provides projects that will benefit the student's content knowledge.					
15. provides projects that will benefit the student's library skill development.					

23JH/CC

CORE BOOK COLLECTIONS

Note: Books listed are all in print. Grade levels are given to help the teacher and school media specialist to match the reader with their reading level. Grade symbols are I = Intermediate; JH = Junior High; H = High School; C = College Prices are current as of 1981.

Through book reviews, an evaluation of each book has been made for possible purchase. Evaluation symbols represent: ++ = excellent, + = good, @ = average, - = substandard.

BOOKS FOUND IN BON AIR SCHOOL LIBRARY

Clifford, Mary L. Land and People of the Arabian Peninsula. New York: J.B. Lippincott Co., 1977. $8.95. gr. 7-12 ++

Colloms, Brenda. Israel. New York: John Day Co., Inc., 1972. $3.66. gr. 8-10 +

Edwardson, Cordelia. Miriam Lives in a Kibbutz. New York: Lothrop, Lee, Shepard Co., 1971. $3.56. gr. 2-5 +

Ellis, Harry. Israel: One Land, Two Peoples. New York: T.Y. Crowell, 1972. $7.95. gr. 8-12 +

Ingrams, Doreen. Tents to City Sidewalks. St. Paul, Minn.: EMC Corp., 1974. $4.95 Library Binding; $2.95 Paperback. gr. 7 +

Irving, Clifford. Battle of Jerusalem: The Six-Day War of June, 1967. New York: Macmillan, 1970. $4.50. gr. 4-8 -

Longyel, Emil. Iran. New York: Franklin Watts, 1972. $4.90. gr. 6-9 - (Has been updated)

RECOMMENDED LIBRARY BOOK PURCHASES

Archer, Jules. Legacy of the Desert: Understanding the Arabs. Waltham, Maryland: Little, Brown, and Co., 1976. $7.95. gr. 7-12 +

Asimov, Isaac. The Near East: 10,000 Years of History. Burlington, Maryland: Houghton Mifflin Co., 1968. $4.95. gr. 7-up +

Berger, Gilda. Kuwait and the Rim of Arabia: Kuwait, Bahrain, Quatar, Oman, United Arab Emirates, Yemen, People's Democratic Republic of Yemen. New York: Franklin Watts, 1978. $4.90. gr. 4-6. @

Edmonds, I.G. Islam. New York: Franklin Watts, 1977. $4.90. gr. 7 +

Fichter, George S. Iraq. New York: Franklin Watts, 1978. $4.90 gr. 9 @

Gaer, Joseph. What the Great Religions Believe. New York: New American Library, 1964. $1.75 Paperback. gr. 8-up +

Hoyt, Olga. The Bedouins. New Jersey: Lothrop, Lee & Shepard Co., 1969.. $7.44. gr. 7 ++

Lengyel, Emil. Iran. Rev. ed. New York: Franklin Watts, 1978. $4.90. gr. 6-9 @

_____. Oil Countries of the Middle East. New York: Franklin Watts, 1973. $4.90. gr. 8 +

National Geographic Society. Great Religions of the World. Washington, D.C.: National Geographic, 1978. $11.95. gr. 8-up +

Ross, Frank, Jr. Arabs and the Islamic World. New York: S.G. Phillip's Inc., 1979. $9.95. gr. 7-up +

REFERENCE SOURCES

Note: Not all entries will be in print. Those reference sources out of print will have the symbol: (OP). Those entries with the symbol: (BA) after them are sources found in Bon Air School library. These sources are often dated and if not out of print, do have updated versions in Books In Print.

All reference entries' book reviews have been researched. The results of the book review findings are shown by the symbols: ++ = excellent, + = good, @ = average, - = sub-standard, and 0 = no reviews found. No evaluations are given on most of the out of print entries. 1980-1981 prices are given when possible.

ALMANACS

The Hammond Almanac of a Million Facts, Records, Forecasts. 12th annual ed. Maplewood, N.J.: Hammond Almanac, Inc., 1981. $6.95. ++

Information Please Almanac, 1979: Atlas and Yearbook, Maps, Charts, Index. New York: Viking Press, 1978. $7.95 Library Binding, $3.95 Paperback. (BA) @

World Almanac and Book of Facts, 1981. New York: Newspaper Enterprise Assoc., 1980. $8.95. (BA) +

25JH/CC

GENERAL ENCYCLOPEDIAS

Note: Write the publisher for current encyclopedia prices.

Britannica Junior Encyclopaedia for Boys and Girls, 1980 ed. Chicago: Encyclopaedia Britannica, Inc. $169.95. gr. 4-6 ⊕

Colliers Encyclopedia, 1963 ed. New York: Crowell-Collier Press, gr. 8-up (BA) -

Compton's Encyclopedia and Fact-Index, 1979 ed. Chicago: F.E. Compton. $279.00. gr. 6-up (BA) ++

Encyclopedia Americana, 1981 ed. New York: Americana Corp. $499.00. gr. JH-H (BA) ++

Funk & Wagnalls New Encyclopedia, 1975 ed. New York: Funk & Wagnalls. gr. JH-H (OP) (BA) -

Merit Students Encyclopedia, 1981 ed. New York: Macmillan. $260.00. gr. 6-up +

New Book of Knowledge, 1980 ed. Danbury, Conn.: Grolier Educational Corp. $299.25. gr. 4-6 ++

World Book Encyclopedia, 1980 ed. Chicago: World Book-Childcraft International. gr. 6-up (BA has a '77 ed.) ++

Young Students' Encyclopedia, 1972 ed. Middletown, Conn.: American Educational Pub. Co. gr. 6-up (OP) (BA)

SPECIALIZED ENCYCLOPEDIAS

Clements, John. Clements' Encyclopedia of World Governments. Dallas, Texas: Political Research, Inc., 1974. gr. 8-up (OP) (BA)

Encyclopedia of the World and Its People. Freeport, N.Y.: Marshall Cavendish, 1981. gr. 8-up (BA) 0

Encyclopedia of World Travel, 1967. 2nd ed. Garden City, N.Y.: Doubleday & Co. (3rd ed., 1979 is in print for $16.95) gr. 7-up (BA) (OP) ++

Heravi, Mehdi. Concise Encyclopedia of the Middle East. Washington, D.C.: Public Affairs Press, 1979. $6.50 Paperback. gr. JH ++

Langer, William, ed. An Encyclopedia of World History: Ancient, Medieval, and Modern, Chronologically Arranged. 5th ed. Boston: Houghton-Mifflin, 1972. $19.95. gr. JH-H ++

Lincoln Library of Essential Information, 1969. v.1 "Geography." Buffalo, N.Y.: Frontier Press. gr. JH-H (OP) (BA)

Lincoln Library of Social Studies, 1978. 8th ed. 3 vols. Buffalo, N.Y.: Frontier Press. gr. JH-H $84.95. ++

Shabad, Theodore. The Golden Geographic Encyclopedia. New York: Golden Press, 1958. gr. I-JH (OP) (BA)

REFERENCE BOOKS

Current Biography Yearbook. 1940-1980. Bronx, N.Y.: H.W. Wilson Co. $24.00 ea. gr. 6-up ++

Life (Periodical). The World's Great Religions. New York: Golden Press, 1961. (OP) (BA)

Moore, Norman R. Free and Inexpensive Learning Materials. 19th ed. Nashville, TN: Office of Educational Services, George Peabody College for Teachers, $4.50 ++

Parrinder, Geoffrey. Dictionary of Non-Christian Religions. Philadelphia, PA.: Westminister Press, 1973. $10.95. gr. JH-H +

Pearey, G. Etzel. A Handbook of New Nations. New York: Crowell, 1968. (somewhat outdated and thereforth not recommended for purchase) gr. 9-up (BA) -

Seeger, Elizabeth. Eastern Religions. New York: T.Y. Crowell, 1973. $10.00. gr. 6-up ©

U.S. Central Intelligience Agency. National Basic Intelligience Factbook. bi-annual. Washington, D.C.: U.S. Government Printing Office, 1980. $8.50 subscription. Write to: Document Expediting Project, Exchange & Gift Division, Library of Congress, Washington, D.C. 20540. gr. JH-H ++

Webster's Biographical Dictionary. Springfield, MA.: G.&C. Merriam Co., 1976. $15.00. gr. 6-up ++ (BA)

Webster's New Geographical Dictionary. Rev. ed. Springfield, MA.: G. & C. Merriam, 1977. $14.95. gr. JH-H (BA) ++

Zehavi, A.M.,ed. Handbook of the World's Religions. New York: Franklin Watts, 1973. $9.90. gr. 6 (BA) +

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HISTORICAL ATLASES

Aharoni, Yohanan. The Macmillan Bible Atlas, 1977. New York: Macmillan Pub. Co., Inc. $19.95. @

Shepherd, William R. Shepherd's Historical Atlas. 9th rev. ed. Totowa, New Jersey: Barnes & Noble, 1976. $28.50. gr. 7-up @

BON AIR SCHOOL LIBRARY ATLASES

Atlas of the World. 1966 ed. New York: Time, Inc. (OP) (BA)

Bennett, Ross, ed. National Geographic Picture Atlas of Our World. Washington, D.C.: National Geographic Society, 1979. $16.95. gr. 4-up ++

Britannica Atlas. Chicago: Encyclopaedia Britannica, Inc., 1969. gr. 10-up ++ (too hard for most students in Middle School)

Cosmopolitan World Atlas, 1963 ed. Chicago: Rand McNally Co. gr. 8-up +

Funk and Wagnall's Hammond World Atlas, 1976 ed. New York: Funk & Wagnalls. (OP) 0

Goode, John Paul. Goode's World Atlas. 15th ed. Chicago: Rand McNally & Co., 1978. $13.95. ++

Hammond World Atlas, 1976 ed. Maplewood, New Jersey: Hammond, Inc. @

Instant World Atlas, 1970 ed. Little Falls, N.J.: Career Institute, Inc. $2.95. 0

World Book Atlas. Chicago: Field Enterprises Educational Corp., 1970. gr. 5-12 ++

Worldmaster Atlas, 1978 ed. Chicago: Rand McNally Co. gr. 7-up @

ATLASES RECOMMENDED FOR PURCHASE

American Map Co. Scholastic World Atlas: No. 9552. New York: American Map Co., 1979. $1.95 Paperback. gr. 7-9 +

Fullard, Harold, et. al. Aldine University Atlas. Glenview, IL.: Scott, Foresman & Co., 1969. $7.95. ++

Ginsburg, Norton, ed. Aldine University Atlas. Chicago, IL.: Beresford Book Service, 1969. $15.00. ++

Hammond & Co. The First Book Atlas. 3rd ed. New York: Franklin Watts, 1973. $4.90. gr. 4-up +

Hammond Inc. The Hammond Large Type World Atlas. Rev. ed. Maplewood, N.J.: Hammond, 1979. $19.75 Paperback. gr. 4-9 @

Hammond Inc. Intermediate World Atlas. Maplewood, N.J.: Hammond, 1979. $3.88. gr. 5-9 +

Hammond Inc. Medallion World Atlas. Maplewood, N.J.: Hammond, 1979. $50.00. gr. 7-up ++

Hammond Citation World Atlas. Maplewood, N.J.: Hammond, 1978. $14.95. gr. 7-up +

Madden, James, ed. Wonderful World of Maps. Maplewood, N.J.: Hammond, 1977. $4.95. gr. 7-11 +

World Book Atlas. Chicago: IL.: Field Enterprises, 1979. $19.95. gr. 5-12 ++

World Earth Atlas. new ed. Maplewood, N.J.: Hammond, Inc., 1978. $6.95. Paperback. gr. I - H @

TEACHER'S GUIDES, STUDENT TEXTBOOKS, AND SUPPLEMENTARY STUDENT RESOURCE TEXTS

Note: For books in print listed below which you wish to purchase, check the current EL-HI Textbooks In Print under their series first, and then if you can not locate the entry, check under their subject, which often is "International Relations," check title, and last by author to gain access to current ordering information. Often, textbooks will not be listed in Books In Print.

Arab Information Center. Information Paper No. 20: The Arab-Heritage of Western Civilization. New York: Arab Information Center, 1972.

Write: Arab Information Center, 747 Third Ave., New York, N.Y., 10017 or call 212-838-8700 for ordering instructions. Many publications may be obtained from this center and are possibly free of charge.

Educational Research Council of America. Social Science Staff. Lands of the Middle East: Area Study, Concept and Inquiry Series, gr. 5. Boston: Allyn and Bacon, Inc., 1976. Student Level: Remedial

Jaeckel, Hugo and Peretz, Don. The Middle East, Scholastic World Affairs Multi-Texts Series. New York: Scholastic Book Services, 1967. gr. 9-10 (OP) (BA) Student Level: Gifted

King, Condon, ed. Middle East. Vol. 1, Rev. ed., Culture Studies Program Series. Reading, MA.: Addison Wesley, 1979. Teacher's Manual, $2.74. Textbook Edition, $6.04. gr. 7-12 (BA) ++ Student Level: Middle-Range to Gifted.

Kohn, Dixie Allen. Middle East, Regions of the World Series. New York: Sadlier-Oxford, 1972. $4.69 Textbook, $1.17 Teacher's Guide. gr. 7-12 (BA) + Student Level: Middle-Range to Gifted.

Kublin, Hyman and Peretz, Don. Middle East. Rev.ed., World Regional Studies Series. Boston: Houghton Mifflin Co., 1973. $4.95 Paperback. (BA) @ Student Level: Gifted.

Kublin, Hyman and Peretz, Don. The Middle East: Selected Readings, World Regional Studies Series. Boston: Houghton Mifflin Co., 1973. $4.95 Paperback. gr. 9-12 (BA) @ Student Level: Gifted.

The Middle East. Rev. ed., Regional Studies Series. New York: Cambridge Book Co., 1976. $2.32 Paperback Textbook. gr. 9-12 (BA) + Student Level: Middle-Range to Gifted.

Middle East, World Culture Program Series. New York: Scholastic Book Services, 1976. $2.95 Paperback Textbook, $3.50 Teacher's Edition. gr. 7-12 + Student Level: Middle-Range.

Randall, John R. The Middle East, Today's World In Focus Series. Lexington, MA.: Ginn & Co., 1968. $3.50 Paperback Textbook. gr. 7-12 (BA) + Student Level: Middle-Range to Gifted.

Yates, Howard O. How People Live In the Middle East. Chicago: Benefic Press, 1971. $3.90. gr. 4-8 (BA) + Student Level: Remedial

MAPS INCLUDED IN RESOURCE KIT

Abdule-Salam, Adel. Plan of Damascus (Map). Damascus: Dar El-Tiba 6 ah El-Hadithah, 1971, 1 street map, col., 26 x 18 in.

Cairo Tourist Map (Map). Cairo, Egypt: Cairo Drafting, n.d., 1 street map, col., 16 x 13 in.

Guide Map of Abadan and Khorramshahr (Map). Teheran: Geographic and Drafting Institute, n.d., 1 street map, col., 17 x 21 in.

Ministry of Tourism and the Association for Tourism. Pictorial Map of Tel-Aviv-Yafo (Map). Tel Aviv: Amir Pub. Co., 1974, 1 street map, col., 15 x 24 in.

National Council of Tourism, ed. Beirut, Lebanon (Map). Beirut: Catholic Press, n.d., 1 street map, col., 22 x 15 in.

National Iranian Oil Company. Road Map of Iran (Map). Tehran: Sahab Geographic and Dfafting Institute, n.d., 1 street map, col., 20 x 24 in.

FREE MATERIALS

BOOKLETS AND PAMPHLETS

Islamic Republic of Mauritania.
Embassy of Mauritania
2129 Le Roy Place, N.W.
Washington, D.C. 20008

Israel. (Classroom Set)
Consulate General of Israel in New York
800 Second Avenue
New York, N.Y. 10017

Israel Geography. (Classroom Set)
Consulate General of Israel in New York
800 Second Avenue
New York, N.Y. 10017

Kibbutz in Israel. (Classroom Set)
Consulate General of Israel in New York
800 Second Avenue
New York, N.Y. 10017

Kuwait Shares Its Wealth.
Kuwait Consulate
801 Second Ave.
New York, N.Y. 10017

New Questions and Answers On Middle East Problems.
American Jewish Committee
Literature Distribution Union
165 East 56th Street
New York, N.Y. 10022

Roof Over Every Head.
Kuwait Consulate.
801 Second Ave.
New York, N.Y. 10017

Some Major Concepts to Stress In Studying the Middle East.
America - Mideast Educational & Training Informational Services
1717 Massachusetts Ave. N.W.
Suite 100
Washington, D.C. 20036

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FREE BOOKS

Twenty Centuries of Jewish Life in the Holy Land. (Classroom Set)
Consulate General of Israel in New York
800 Second Avenue
New York, N.Y. 10017

The Story of Israel. (Classroom Set)
Consulate General of Israel in New York
800 Second Avenue
New York, N.Y. 10017

FREE MOTION PICTURES

Agriculture. 30 min., sd., col., 16 mm.
Embassy of the State of Kuwait
2940 Tilden St. N.W.
Washington, D.C. 20008

Beyond the Mirage. No collation information available. Book 3 weeks in advance. (Is sd., col., 16 mm.)
The Jewish Chautauqua Society
c/o Alden Films
7820 20th Ave.
Brooklyn, N.Y. 11214

Jerusalem, Jerusalem. 1977 ed. 27 min., sd., col., 16 mm.
Association Films, Inc.
Consulate General of Israel
512 Burlington Ave.
La Grange, ILL. 60525

Jerusalem: Prophets and Paratroopers. 45 min., sd., col., 16 mm.
Embassy of the State of Kuwait
2940 Tilden Street N.W.
Washington, D.C. 20008

Book 3 weeks to 3 months in advance with a fixed date.

New Generation. 30 min., sd., col., 16 mm.
Embassy of the State of Kuwait
2940 Tilden St. N.W.
Washington, D.C. 20008

The Silent Witness. 12 min., sd., col., 16 mm.
Lebanon Tourist & Information Office
405 Park Ave. 4th Floor
New York, N.Y. 10022

Book one month in advance and give purpose of use, date, person responsible, and address.

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MOTION PICTURES

Note: All the below films are in print according to National Information Center for Educational Media. Index to 16mm Educational Films, 1980. Grade levels are given by grade number and by symbols which represent: I = Intermediate; JH = Junior High; H = High School; C = College, A = Adult. Current cost has been included.

KOKOMO SCHOOL'S AV CENTER MOTION PICTURES

Egypt - Cradle of Civilization (Motion Picture). Chicago: Encyclopaedia Britannica Educational Corp., 1962, 1 reel, 12 min., sd., col., 16mm. $170.00. gr. 4-12

Israel - Land of Promise (Motion Picture). Glendale, CA.: Aims Instructional Media, 1966, 1 reel, 22 min., sd., col., 16 mm. $345.00, $30.00 rental. I - JH

Mideast - Land and People (Motion Picture). Santa Monica, CA.: BFA Educational Media, 1977, 1 reel, 20 min., sd., col., 16mm. $310.00, $41.00 rental. I - C

The New North Africa (Motion Picture). Redondo Beach, CA.: Stanton Films, 1964, 1 reel, 16 min., sd., col., 16 mm. $230.00. gr. 4-12

ADDITIONAL RECOMMENDED PURCHASES

Israeli Boy: Life on a Kibbutz (Motion Picture). Chicago: Encyclopaedia Britannica Educational Corporation, 1973, 1 reel, 17 min., sd., col., 16mm. $270.00. gr. 3-9

Viewed through the eyes of a young Jewish boy, this film shows why the kubbutz succeeds as a unique social, political, and economic entity.

An Israeli Family (Motion Picture). New York: International Film Foundation, 1978, 1 reel, 20 min., sd., col., 16mm. $360.00, $35.00, rental. gr. 4-A

A central Israeli family activities are presented with background commentary given on the military conditions, economic situation, and history of their country.

United Arab Emirates - A New Oil Nation (Motion Picture). Hollywood, CA.: Paramount Communications, 1976, 1 reel, 14 min., sd., col., 16mm. $275.00, $25.00, rental. gr. 4-9

Rapid Middle Eastern changes are illustrated through contrasting scenes of the traditional Bedouin nomads' lifestyles with United Arab Emirates' western city lifestyles.

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BON AIR SCHOOL'S FILMSTRIPS

Note: Symbols used below are: (OP) = out of print, ? = no reviews found, (R) = recommended for purchase. Prices are current, 1980.

The Arab World (Kit). St. Paul, MN.: EMC Corp., 1974, 4 col. filmstrips, 4 cassettes, 3 paperback books, political map, student activities, 1 teacher's guide. $92.00. gr. 4-6 (R)

Exploring Maps: Map Skills for Today (Kit). Middletown, CT.: Xerox Films, 1978, 6 col. filmstrips, 6 cassettes, teacher's guide. $150.00. gr. 2-6 ?

How To Use Maps and Globes (Kit). Mahwah, N.J.: Troll Associates, 1974, 6 col. filmstrips, 3 cassettes, teacher's guide. $108.00. gr. 4-8 (R)

Israel: Nations of Today (Kit). Niles, Illinois: United Learning, 1968, 4 col. filmstrips, 2 cassettes or 2 discs, teacher's guide. gr. 7-8. (OP)

Religions Around the World (Kit). Chicago: Society for Visual Education, 1968, 4 col. filmstrips, 2 discs or 2 cassettes, 4 teacher's guides. $66.00. gr. 4-12 (R)

Six Mediterranean Countries (Kit). Holyoke, Mass., Scott Education Div., Jam Handy Organization, 1968. 6 col. filmstrips, 6 discs, 1 chart. gr. I-JH ?

ADDITIONAL RECOMMENDED FILMSTRIP PURCHASES

Ancient Egypt: Land, People, Arts (Kit). Stamford, CT.: Educational Dimensions Group, 1976, 2 col. filmstrips, 2 cassettes, 1 teacher's guide. $60.00. gr. 4-12

Exploring the World of Maps (Kit). Washington, D.C.: National Geographic, 1973, 5 col. filmstrips, 5 discs or cassettes. $99.50. gr. 5-12

Families of the Dry Muslim World (Kit). Chicago: Encyclopaedia Britannica, 1973, 5 col. filmstrips, 5 cassettes or 5 discs, 1 teacher's guide. $112.50. gr. 5-9

Four Families of the Middle East - A Series (Kit). Santa Monica, CA.: BFA Educational Media, 1978, 4 col. filmstrips, 4 cassettes, 6 spiritmaster activity worksheets, 1 teacher's guide. $90.00. gr. 4-12

Four Families of Israel - A Series (Kit). Santa Monica, CA.: BFA Educational Media, 1974, 4 col. filmstrips, 4 cassettes, 6 spiritmaster activity worksheets, 1 teacher's guide. $90.00. gr. 4-8

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The History of the Arab Civilization - A Series (Kit). Jamaica, N.Y.: Eye Gate House, Inc., 1977, 4 col. filmstrips, 2 cassettes, teaching guide. $68.00. gr. JH-H

Learning About the Mid-East Region (Kit). Niles, IL.: United Learning, 1976, 6 col. filmstrips, 6 cassettes, 1 guide. $115.00. gr. 5-8

The Middle East: Facing A New World Role (Kit). Chicago: Society for Visual Education, 1976, 6 col. filmstrips, 6 discs or 6 cassettes, 1 teacher's guide. $127.00. gr. 4-9

The Middle East: Lands In Transition (Kit). Mt. Kisco, N.Y.: Educational Enrichment Materials, Inc., 1975, 6 col. filmstrips, 6 cassettes, 5 wall charts, one paperback book, six spirit duplicating masters, teacher's guide. $145.00. gr. I-JH

PRIMARY SOURCES

Henderson, L.W. Outgoing Telegram. Department of State to Certain American Diplomatic and Consular Offices. May 14, 1948.

Lawrence, T.E. Seven Pillars of Wisdom. "A Bedouin Feast." Doubleday & Co., Inc., 1926.

Truman, Harry. Press Release, May 14, 1948.

35JH/CC

A RECOMMENDED, ANNOTATED LISTING OF PERIODICALS AND INDEXES FOR MIDDLE SCHOOL SOCIAL STUDIES CLASSES

PERIODICAL INDEXES

Readers' Guide to Periodical Literature. 1900. Semi-m. Sept.-June; m. July-Aug.; three quarterly cumulations; bound annual cumulation. $62.00. H.W. Wilson Co., 950 University Ave., Bronx, N.Y. 10452.

Although recommended for high school students, I have chosen Readers' Guide over Abridged Readers' Guide because the latter doesn't adequately index enough of our library's periodical holdings. Readers' Guide indexes by subject and author 160 general periodicals.

Subject Index to Children's Magazines. 1948. m. Aug.-Mar.; bi-m. April-May; semi-annual cumulations in Feb. and Aug. $15.00. 2020 University Ave. #6, Madison, WI. 53705.

A subject index to 60 magazines frequently found in elementary and junior high school media centers.

PERIODICALS

Note: RG-Indexed in Readers' Guide to Periodical Literature
SICM-Indexed in Subject Guide to Children's Magazines

Current Events. 1902. 18/yr. $3.60. Xerox Ed. Publications, 245 Long Hill Road, Middletown, CT. 06457. SICM

This magazine aimed at grades 7 through 9 covers world events, places, trends, and people in a lively format.

Focus. 1950. bi-m. $10.00. American Geographical Society, Broadway at 156th St., New York, N.Y. 10032. RG

Stressing the economic, social, and political interaction and national problems such as political inequalities, urbanization, unemployment, and illiteracy in developing nations, this magazine is useful in the studies in schools on countries and regions.

Junior Scholastic. 1937. bi-w. $1.50. Scholastic Magazines, Inc., 50 W. 44th St., New York, N.Y. 10036. SICM

This school magazine is primarily directed towards news coverage for sixth, seventh, and eighth grade Social Studies classes with special features added.

Know Your World. 1967. w. $2.40. Xerox Ed. Pub., 245 Long Hill Rd, Middletown, CT. 06457. No index

Articles on current events are covered in this general publication intended for ten to sixteen-year-olds reading at a second or third grade level.

My Weekly Reader Eye. 1930. 28/yr. $2.50. Xerox Ed. Pub., 245 Long Hill Rd., Middletown, CT. 06457. SICM

This school weekly can be used for poor readers in Social Studies classes. It covers news about foreign countries and is on a fifth grade reading level.

National Geographic Magazine. 19881 m. $11.00. National Geographic Society, 1145 17th St., Washington, D.C. 20036. RG & SICM

Presents brilliantly illustrated articles focusing on specific geographic areas of the world.

National Geographic World. 1975. m. $4.85. National Geographic Society, 17th and M Streets N.W., Washington, D.C. 20036 SICM

This elementary and junior high school publication gives narratives on countries, geography, cultures, history, and people with a frequent spotlight placed on youth around the world.

Newsweek. 1933. w. $26.00. 444 Madison Ave., New York, N.Y. 10022. RG

National and international events are covered with objective reporting of current events and signed editorial articles. Grades 5-12

Senior Weekly Reader. 1947. w. $2.50. Wesleyan University, 55 High St., Middletown, CT. 06457. SICM

Written on the sixth grade level, this publication covers general topics and does include articles on major news events.

Time. 1923. w. $26.00. Time Inc., Time and Life Bldg., 1271 Avenue of the Americas, New York, N.Y. 10020. RG

National and international affairs are covered in a visual and informative manner with concise summaries of current events and analysis of their translation into trends, business, politics, and historical perspective.

U.S. News & World Report. 1933. w. $26.00. 2300 N. St., N.W., Washington, D.C. 20037. RG

Useful in classes discussing the current events, this magazine reports on national and international affairs with an emphasis on the business world. A student having difficulty reading Newsweek or Time may find this periodical somewhat easier to read.

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SUGGESTED STUDENT READINGS

Note for Students: See teacher for journals not available in your school library.

Note for Teachers: Teachers should be able to obtain journals unavailable in your school and community libraries by using the interlibrary loan system at the public library.

"Egypt, After the Peace." Current Events, April 11, 1979, pp. 6-7.

"Israelis React to Camp David." Israel Horizons 26 (October 1978) : 22-23.

"A Palestian and Jew Meet the Issues Face to Face." Israel Horizons 26 (November 1978) : 11-15.

Pearson, Robert P. "The Arab-Israeli Conflict: A Fictional Debate." Social Education 42 (October 1978) : 457-459.

"The People Who Use Terror." Junior Scholastic, April 20, 1976, pp. 8-9.

Popplewell, M.J. "Partership or Isolation: Arab Women Under Israeli Rule." Middle East Interaction 87 (September 1978) : 25-26.

Said, A. "After Camp David 3: A Palestinian View." Middle East International 89 (November 1978) : 7-9.

Sirdofsky, Art. "Between Two Worlds." Junior Scholastic, April 20, 1976, pp. 3-5.

SUGGESTED TEACHER READINGS

"Arabic Script." Social Education 42 (October 1978) : 460-461.

"The Ka' bah: House of God." Social Education 42 (October 1978) : 452-455.

Merkle, Armin S. and Pearson, Robert P. "Sources and Resources for Teaching About the Middle East." Social Education 42 (October 1978) : 462-468.

Peck, Malcolm C. "Teaching Materials and Sources of Information on the Middle East for Secondary School Teachers." Social Education 40 (February 1976) : 93-95.

Peretz, Don. "Ten Keys to the Middle East." Social Education 42 (October 1978) : 448-453.

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"Two Techniques for Teaching About Contributions of the Middle East." Social Education 42 (October 1978) : 456.

CAUGHT UP IN HATE LARGER THAN THEMSELVES: THREE EPISODES OF COLLECTIVE BEHAVIOR

JUDITH EISENHUT, DEKALB HIGH SCHOOL
WATERLOO, INDIANA

NATIONAL ENDOWMENT FOR THE HUMANITIES
WORKSHOP
"LIBRARIES, LIBRARIANS, AND SECONDARY SCHOOL TEACHERS"
BALL STATE UNIVERSITY, MUNCIE, INDIANA
SUMMER, 1981

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The experience in the workshop "Libraries, Librarians, and Secondary School Teachers" afforded me the time to read and to compile realistic historical and social documentation to enrich a sociology unit on collective behavior. The events chosen for my study were the Haymarket Riot of 1886, the Chicago Riot of 1919, and the Watts Riot of 1965. The lack of available materials in our school library had prevented me from adding sufficient detail to my presentation and had kept students from continuing their individual research in these areas. Our school neither had sufficient quantity of books on the subjects nor did it have the bibliographic indexes to indicate what was available in these areas. The course in which this section will fit is a junior-senior level high school course in sociology. The students are of average to above average ability who elect the course and are highly motivated.

These additional materials I've researched would be used after I have already explained what collective behavior is, have described the traits of such groups, and have detailed casual, conventional, and expressive crowds. The material I've researched will be used to detail active crowds. The unit would subsequently continue to include fads, crazes, booms, and panics.

I have been long interested in researching cases of civil disorders. This workshop allowed me to use the resources of Bracken Library and the time to pursue such research. I was able to identify source materials such as microform of original newspapers which reported on the incidents. The New York Times was used for the Watts Riot;

the Chicago Tribune was used for both the Haymarket Riot and the Chicago Riot of 1919. Some of the papers cited contributed to the misunderstandings by biased reporting and by sensationalizing the incidents. The library also gave me the opportunity to compile a listing of available books and magazine articles written on the subjects. The few media aids I located are listed in bibliography under the appropriate heading.

Each of the topics selected has historical relevance. It is imperative that students know the history of the laboring class in the late 1800's and its failures and successes. It is also important that students, even in an all white high school such as DeKalb, understand the causes, events, and effects of serious racial conflicts. They also should have the opportunities and materials to pursue additional research. My school has the capacity of interlibrary loan so borrowing materials we lack should not present any problem. I have indicated in the bibliographic section those books I intend to have our school purchase.

I will be using much of the material collected in a lecture-discussion format. The preceding portion of the curricular unit on collective behavior will take about three days and will cover definitions, traits, and examples of collective behavior. The lesson is then divided into crowds with definitions and examples of casual, conventionalized, and expressive crowds given by me. After a definition of active crowds and examples and definition of mobs, we'll be ready for riots. After supplying them with a definition of a riot and comparing it to a mob, I'll introduce the historical background for the Haymarket Riot. It should be familiar to about half the students; as seniors, they had American History in their junior year. Data important to their understanding of the Haymarket event would include the income of the workers, ironclad contracts, working hours, housing needs, and the anarchist movement.

This will be supplied by me in a lecture using detail I read while here. Data of the McCormick strike and resulting violence will be presented; and then I'll use the transparencies from the Alarm, Anarchist, Arbeiter Zeitung, August Spies speeches, circulars, warning proclamation, and biographical sketches. Newspapers of the riot at McCormick and Haymarket will be used where appropriate. After sufficient explanation, I'll proceed to the Chicago riot and Watts riot and follow the same basic procedure. Then, as a class, we'll identify the rumors in each event, how the background data was supportive of a riot, how the newspapers contributed to an explosive situation, the common characteristics, and if the violence might have been prevented.

OBJECTIVES

My objectives stated in behavioral terms are listed below.

1. to introduce and use original sources such as newspapers, speeches, posters, and photos
2. to use pertinent background information to explain collective violence
3. to supply to the DeKalb Curriculum Director and the DeKalb High School social studies department a biblicgraphy for faculty reference and student research
4. to show photos and transparencies of the areas affected by the riots and to hear the responses of selected mayors on tape to the riots
5. to prepare a list of research topics for advanced students to pursue on an independent study basis for academic credit
6. to show how the background of the participants, rumors, prejudice, and some newspapers accelerated riot conditions
7. to show the similarity of riots, such as emotional contagion, heightened suggestibility, absense of group norms, homogeneity of experience. The terms will be explained in class.

EVALUATIONS

TEACHER EVALUATION

Only the bibliographic information will be evaluated by other teachers. The text of their evaluation follows and will be available in a folder with removable sheets for their answers.

To the teacher. This material is available through interlibrary loan. If you desire to do research or have students who want to pursue research in the areas of collective violence, civil disorders, labor unrest, racial conflicts, you may make yourself a copy or supply your students with a copy of this bibliography. If you use the bibliography, take one of the brief evaluation forms attached, fill it out, and send it to Judy Eisenhut, DeKalb High School, through inter school mail.

1. Did you find the bibliography helpful? ___Yes ___No
2. Did you find the list too complicated? ___Yes ___No
3. Did you find the list too general? ___Yes ___No
4. Did you find the list too difficult to use well? ___Yes ___No
5. Did you use the list with students only? ___Yes ___No
6. Did you use the list only for yourself? ___Yes ___No
7. Did you use the list for yourself and for students? ___Yes ___No
8. What do you suggest to make the materials more useful and available? _____
9. What additional areas would you want more bibliographical information? _____
10. For what age group would additional (if any) bibliographical information be helpful? _____

6/JE

STUDENT EVALUATION

The following questions will be given at the end of the unit to the sociology students who used the Library Workshop materials and information.

To the student. The lesson on collective behavior contained several items that I would like you to help me evaluate. Be candid, and you need not sign your name. Check the appropriate response.

1. I would like to do additional research on a collective disturbance. ___Yes ___No
2. The cassette recording of the mayors of several riot cities helped to clarify the causes of the riots. ___Yes ___No
3. The events leading up to the riots helped me to understand why the riots occurred. ___Yes ___No
4. The newspaper accounts helped me to put each event into proper perspective. ___Yes ___No
5. Prior to the disorder, were there specific issues or events in the community which seemed to encourage the rumors? ___Yes ___No
6. Knowing the content of the speeches and the background of the participants helped me to understand their roles in the disturbances. ___Yes ___No
7. Grassroot or newspaper supported rumors tend to inflame a potentially dangerous situation. ___Yes ___No
8. Using different historical periods and areas helped me to understand the common traits of collective disturbances. ___Yes ___No
9. The part of the lesson on collective behavior I liked most was _____

10. The part of the lesson on collective behavior I liked least was _____

11. If I were the teacher, I'd change part of this unit and add this idea the next time it is taught. _____

_____

The students will also be given an objective test of 85 points at the conclusion of the unit and graded according to criteria announced at the beginning of the course. They also are graded on class participation so I should be able to determine the involvement and interest by noting the number of recitations, the depth of their comments, and their relevance to the topic discussed.

CASSETTES

A cassette recording of the Riot Commission Report's findings discussed by leading mayors of cities which had experienced riots in the 1960's includes Los Angeles Mayor Yorty taking about the causes of racial outbursts in his city. He stressed the conspiratorial theory. I made a copy of this cassette which runs approximately 30 minutes, and it will supplement my oral presentation on the Watts Riot. I located the tape in Educational Resources, and it summarizes the Kerner Report of March, 1968, and its recommendations.

TRANSPARENCIES

Acetate transparencies for overhead projectors were made of the following items concerning the Haymarket bombing, trial proceedings, and affected riot areas in Chicago and Watts.

1. Article from the Alarm, a socialist publication from October 4, 1884, written by Albert Parson's wife urging the unemployed "to learn the use of explosives"
2. Partial front page of the Alarm, June 27, 1885, which was introduced at the trial. It contains an article, written by August Spies on the use and storage of dynamite and bomb throwing. A copy follows on page 10.
3. A partial page of the Anarchist, January 1, 1886, introduced at the trial as an exhibit. The periodical was rare and is not reported in the Union List of Serials or the Union List of Newspapers.
4. the Revenge boardside printed by the Arbeiter Zeitung, May 3, 1886. August Spies claimed the word Revenge was inserted by a compositor without his knowledge. The Prosecution used it to prove conspiracy. The broadside was printed in both English and German with the latter more violent in its wording. A copy follows on page 11.
5. August Spies' account in German of the fight at the McCormick Plant, May 3, 1886.
6. The Haymarket Meeting circular in English and German from

THE ALARM.

"WORKINGMEN OF ALL COUNTRIES, UNITE!"

No. 28 CHICAGO, SATURDAY, JUNE 27, 1885 Price, 5 Cents.

PROGRESS.

THREE CENTURIES OF HISTORY MARKED BY BLOODSHED AND RAPINE.

The Struggle of the People With Their Rulers.

TYRANTS YIELD ONLY TO SUPERIOR POWER.

History Teaching by Examples.

1688.

The seventeenth century drew near its close. Forty years had passed since Charles I. had laid his head upon the block, and the Commonwealth had been instituted in England. "Old Noll," the fierce "Protector" of religious freedom as understood by that age, in time passed away. Again the misers seated the throne. But the profligate Charles II., flattered himself in vain that the Revolution had ended.

In 1685 he died, received absolution from a Catholic priest, and was succeeded by his Catholic brother, James II. Had the great English Revolution for religious liberty then failed? Was mankind again to turn back the hands on the dial of progress and be forced to embrace a medieval belief?

Such was the task the unloved James undertook to accomplish. The infamous Jeffries maintained the supremacy of law and order by wholesale executions. Charles Dickens writes of these scenes as follows:

"It is a curious thing, when we read of the enormous atrocities and barbarity of this beast, to know that no one struck him dead on the Judgment seat. It was enough for any man or woman, to be accused by any enemy before Jeffreys to be found guilty of high treason. One man was pleased not guilty, he ordered to be taken out of court upon the instant and hanged, and this so terrified the prisoners in general, that they mostly pleaded [illegible] right! To [illegible] The unfeeling fools of prisoners toward Jeffreys could not be credited. The Officers were brutes! A good cause and the [illegible] might was swept away!

The people trampled over authority to a [illegible] voice to the spirit of the [illegible] recalled the effort. The [illegible] of native veneration of royalty, [illegible] the visible symbol of the divine right of man to rule man was destroyed.

July 16, 1788. It was the opening of a new era in the martyrdom of Man. "It is a precedent" exclaimed the scheduled Louis XVI.

Bah, answered Lamoignon, "It is a revolution!"

1885.

Another century is nearing its close. How it also a new spirit leading on to broader Liberty? Has it a new Ideal, as that awakened then those of the past, working its reason to action? Does it strike with authority and force?

If so, the public questions which have arisen during our century must attest it. Are they retrograde? Assuredly not. To [illegible] such we have thought [illegible] But each year leaves that [illegible] are far broader. All the great questions of the day since England began [illegible] by proclaiming it that, are commercial! Continental Freedom of commerce! Tariff reform! Britain! All bear the same inspiration in various degrees of intelligible [illegible]. It entered the hearts of the [illegible] Christ, it moved the pulse of [illegible] work has to lead; it found [illegible] voice in the Commune of Paris in 1871, to day the [illegible] ring of Labor groups the sons of all communities.

State protection is as obsolete as Church creed! Nations still go to war, but it is now for a market. England and [illegible] are colonial and industrial Axis. France [illegible] a new outlet for dependencies [illegible] resources. It is a question of exports and imports. The productions of [illegible] must find an outlet to new markets. Russia producents cannot buy that [illegible] which they have not often hammered [illegible] and sweated their lives. A foreign market must be sought and won by other hivas. The [illegible] boys and girls under thirteen years of age in England [illegible] factories, [illegible] English fabrics must [illegible] be employed that in bread.

Twenty five years ago the tariff was a [illegible] to America. To day the [illegible] desperate struggle of all European powers for a foreign market has rendered [illegible]

THE REVOLT!

TREMENDOUS MASS-MEETINGS AT BALLINSVILLE, O., PITTSBURG AND WOOD'S RUN, PA.

The Mayor of Pittsburg Prohibits the Meeting, and Threatens Comrade Gorsuch with Arrest.

A CONFLICT APPREHENDED, BUT THE MEETINGS HELD IN DEFIANCE.

Exciting Times—Several Groups of the International Organized.

THE GOOD WORK.

Cleveland: On 10th inst. I went to Ballinsville, Ohio, where the success was glorious. We held there three meetings, 10, 11, and 12. At the first we had 1,000 out, the second, 2,000. The third was specially for organizing an American Group, and resulted in forming the same with 23 solid men. May possibly return to Ballinsville 23d. No such large meetings as the case above referred to have ever been held in this Free. The most strenuous efforts on the part of republican or democratic "plums" could never muster more than 500. The issues taught by this experience is that to succeed we started sufficiently to be tired of voting and to rouse workers to to starve them the more. The condition among the miners is most orphans. A large number are out of employment, and the poor who have work are expecting another reduction on their present miserable and exhausts wages. To give merely an idea of the situation, I would say that as near as I can figure it out from facts gleaned on the spot from a both fore and friends, the latter cannot average more than 60 to 70 cents, while the operator rage as profit clear of all expense on the day's work of the miner, from $4.00 to $10.00. To show this is not exhibited, take these facts. For slack and nut coal the miner is paid nothing. Five [illegible] cent road up for little less than [illegible]

[illegible] most ripe. Interest at old cattles meetings be rendered, the people be cognizant of [illegible] and the [illegible] more.

I send you [illegible] and after the [illegible] and if it is [illegible] you [illegible] will forward it. GARRETT.

Pittsburg, June 17, 1885.

GLORIOUS SUCCESS FOR THE INTERNATIONAL.

Mayor Wyman and His Armed Sentinels Wait to Appear.

The open air meeting in Diamond square, Allegheny, Pa., on the 16th inst., was crowded in every corner of the square. It rained heavily, and [illegible] but the workingmen stood gloomily, [illegible] not only the meeting, but the red hot truths [illegible] that were then uttered. The [illegible] Mayor was there with his armed [illegible] and [illegible] [illegible] [illegible]

REVENGE!

Workingmen, to Arms!!!

Your masters sent out their bloodhounds — the police —; they killed six of your brothers at McCormicks this afternoon. They kill'ed the poor wretches, because they, like you, had the courage to disobey the supreme will of your bosses. They killed them, because they dared ask for the shortenin·'of the hours of toil. They killed them to show you, "Free American Citizens", that you must be satisfied and contended with whatever your bosses condescend to allow you, or you will get killed!

You have for years endured the most abject humiliations; you have for years suffered unmeasurable iniquities; you have worked yourself to death; you have endured the pangs of want and hunger; your Children you have sacrificed to the factory-lords — in short: You have been miserable and obedient slave all these years: Why? To satisfy the insatiable greed, to fill the coffers of your lazy thieving master? When you ask them now to lessen your burden, he sends his bloodhounds out to shoot you, kill you!

If you are men, if you are the sons of your grand sires, who have shed their blood to free you, then you will rise in your might, Hercules, and destroy the hideous monster that seeks to destroy you. To arms we call you, to arms!

Your Brothers.

Rache! Rache!

Arbeiter, zu den Waffen!

Arbeitendes Volk, heute Nachmittag wurden die Bluthunde Eurer Unterdrücker 6 Eurer Brüder draußen bei McCormick's. Warum mordeten sie dieselben? Weil sie den Muth hatten, mit dem Lose unzufrieden zu sein, welches Eure Kapitalher ihnen beschieden haben. Sie forderten Brod, man antwortete ihnen mit Blei, eingedenk der Thatsache, daß man damit das Volk am sichersten zum Schweigen bringen kann! Viele, viele Jahre habt Ihr alle Demüthigungen ohne Widerspruch ertragen, habt Euch vom frühen Morgen bis zum späten Abend geschunden, habt Entbehrungen jeder Art ertragen, habt Eure Kinder selbst geopfert — Alles, um die Schatzkammern Eurer Herren zu füllen, Alles für sie! Und jetzt, wo Ihr nur sie hinweist, und sie ersucht, Eure Bürde etwas zu erleichtern, da heißen sie Euch Dank für Eure Opfer ihre Bluthunde, die Polizei, auf Euch, um Euch mit Bleikugeln von der Unzufriedenheit zu kurieren. Elfinnen, wir fragen und beschwören Euch bei Allem, was Euch heilig und werth ist, rächt diesen scheußlichen Mord, den man heute an Euren Brüdern beging, und vielleicht morgen schon an Euch begehen wird. Arbeitendes Volk, Hersklave, Du bist am Scheideweg angelangt. Wofür entscheidest Du Dich? Für Sklaverei und Hunger, oder für Freiheit und Brod? Entscheidest Du Dich für das Letztere, dann stehe Deinen Mann! Heran, Volk, zu den Waffen! Vernichtung den menschlichen Bestien, die sich Deine Herrscher nennen! Rücksichtslose Vernichtung ihnen — das muß Deine Losung sein! Folg' der Fahne, deren Licht den Weg zum Fortschritt, zur Freiheit und zur Menschlichkeit gelenkt — und stirbe, ihr würdig zu werden!

Eure Brüder.

No. 44. The famous "Revenge" broadside, People's Exhibit 6. (Reduced.)

May 4, 1886, calling for workingmen to appear in full force and armed. A copy follows on page 13.

7. Michael Schwab's editorial in the Arbeiter Zeitung, May 4, 1886, calling for vengeance for the McCormick fight. The Prosecution said the editorial created a climate which led to the bombing.

8. A warning proclamation from Carter Harrison, Mayor of Chicago in 1886, forbidding gathering of people in crowds. A copy appears on page 14.

9. A Police Gazette picture of the hanging of the Haymarket Four from November 26, 1887.

10. Brief biographical sketches of the Haymarket defendants. These will be supplemented by lecture information.

11. An advertisement for a three month story of the Chicago anarchists written by the Knights of Labor.

12. A map of the Haymarket Riot scene with markings of Crane's Alley, the McCormick Plant, the Arbeiter Zeitung office. A copy follows on page 15.

13. The Chicago Tribune of July 29, 1919, showing two cartoons. One shows a beach with a colorline and the other shows blacks with heads bowed and captioned "Morons at large." A copy appears on page 16.

14. The Chicago Sunday Tribune of August 3, 1919, showing the riot affected area. A copy appears on page 17.

15. The Watts area of Los Angeles shaded to show the riot affected area. A copy follows on page 18.

Attention Workingmen!

GREAT

MASS-MEETING

TO-NIGHT, at 7.30 o'clock,

AT THE

HAYMARKET, Randolph St., Bet. Desplaines and Halsted.

Good Speakers will be present to denounce the latest atrocious act of the police, the shooting of our fellow-workmen yesterday afternoon.

Workingmen Arm Yourselves and Appear in Full Force!

THE EXECUTIVE COMMITTEE.

Achtung, Arbeiter!

Große

Massen-Versammlung

Heute Abend, ½8 Uhr, auf dem Haymarket, Randolph-Straße, zwischen Desplaines- u. Halsted-Str.

☞Gute Redner werden den neuesten Schurkenstreich der Polizei, indem sie gestern Nachmittag unsere Brüder erschoß, geißeln.

☞Arbeiter, bewaffnet Euch und erscheint massenhaft!

Das Executiv-Comite.

No. 51. The Haymarket Meeting. Circular. First issue, calling for armed men. (Reduced.)

14/JE

PROCLAMATION

TO THE PEOPLE OF CHICAGO:

MAYOR'S OFFICE, Chicago, May 5, 1886.

WHEREAS, Great excitement exists among the people of this good city, growing out of the LABOR TROUBLES, which excitement is intensified by the open defiance of the guardians of the peace by a body of lawless men, who, under the pretense of aiding the laboring men, are really endeavoring to destroy all law. And Whereas, last night these men, by the use of weapons never resorted to in CIVILIZED LANDS, EXCEPT IN TIMES OF WAR or for REVOLUTIONARY PURPOSES, CAUSED GREAT BLOODSHED AMONG CITIZENS AND AMONG OFFICERS of the MUNICIPALITY who were simply in the performance of their duties. And Whereas, the CITY AUTHORITIES PROPOSE TO PROTECT LIFE AND PROPERTY AT ALL HAZARDS, and in doing so will be compelled to break up all unlawful or dangerous gatherings; and

WHEREAS, Even when men propose to meet for lawful purposes, bad men will attempt to mingle with them, armed with cowardly missiles, for the purpose of bringing about bloodshed, thus endangering innocent persons;

THEREFORE, I, Carter H. Harrison, MAYOR OF THE CITY OF CHICAGO, DO HEREBY PROCLAIM THAT GATHERINGS OF PEOPLE IN CROWDS OR PROCESSIONS IN THE STREETS and PUBLIC PLACES OF THE CITY ARE DANGEROUS AND CANNOT BE PERMITTED, AND ORDERS HAVE BEEN ISSUED TO THE POLICE TO PREVENT ALL SUCH GATHERINGS and TO BREAK UP and DISPERSE ALL CROWDS, TO PREVENT INJURY TO INNOCENT PERSONS.

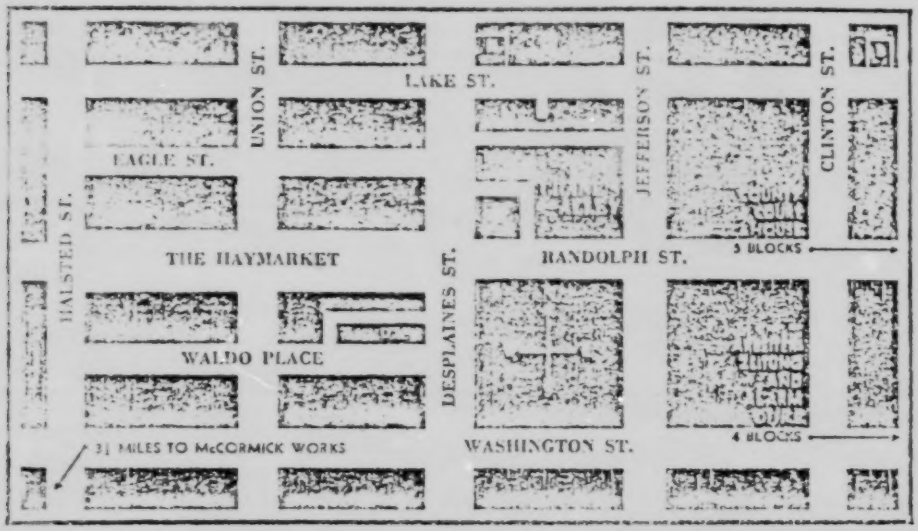
I urge all law-abiding people to quietly attend to their own affairs, and not to meet in crowds. If the police order any gatherings to disperse, and they be not obeyed, all persons so disobeying will be treated as law-breakers, and will surely incur the penalty of their disobedience.

I further assure the good people of Chicago that I believe the police can protect their lives and property and the good name of Chicago, and WILL do so.

CARTER H. HARRISON, Mayor.

— *Courtesy of the Chicago Historical Society*

THE SCENE OF THE HAYMARKET RIOT
CHICAGO MAY 4, 1886



A ZEPF'S HALL
B GREIF'S HALL
C CRANE BROTHERS FACTORY
D DESPLAINES ST. POLICE STATION

IN IN RACE RIOTS

CITY PROBLEMS

3,500 TROOPS READY TO GO INTO RIOT ZONE

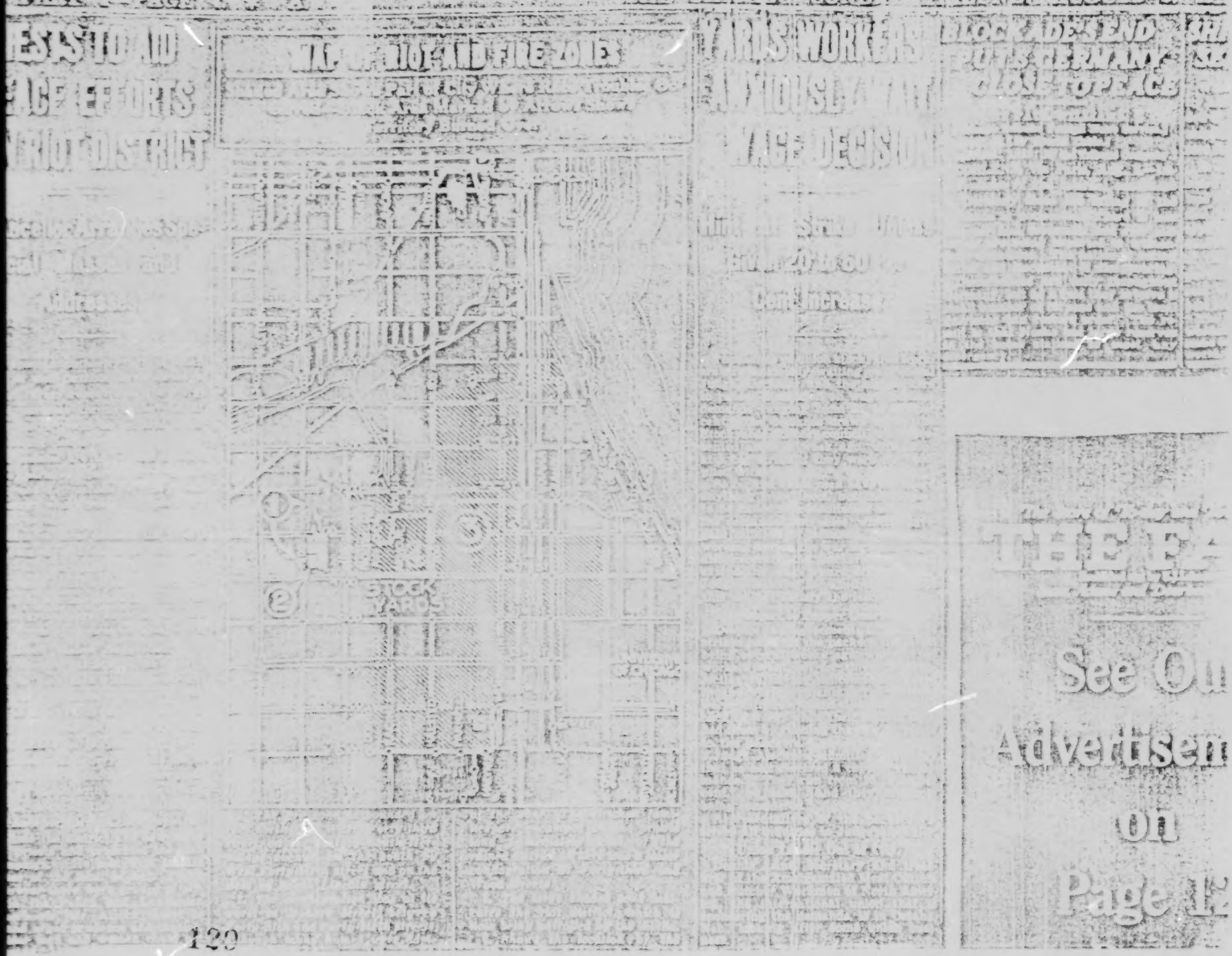
Daybreak May See Black Belt Under Military Rule

LIST OF SLAIN IN DAY'S RIOTING

200 OR MORE INJURED; POLICE CLAIM CONTROL

Looting and Arson Seen in Some Sections

114
16/JE
127
99



See On
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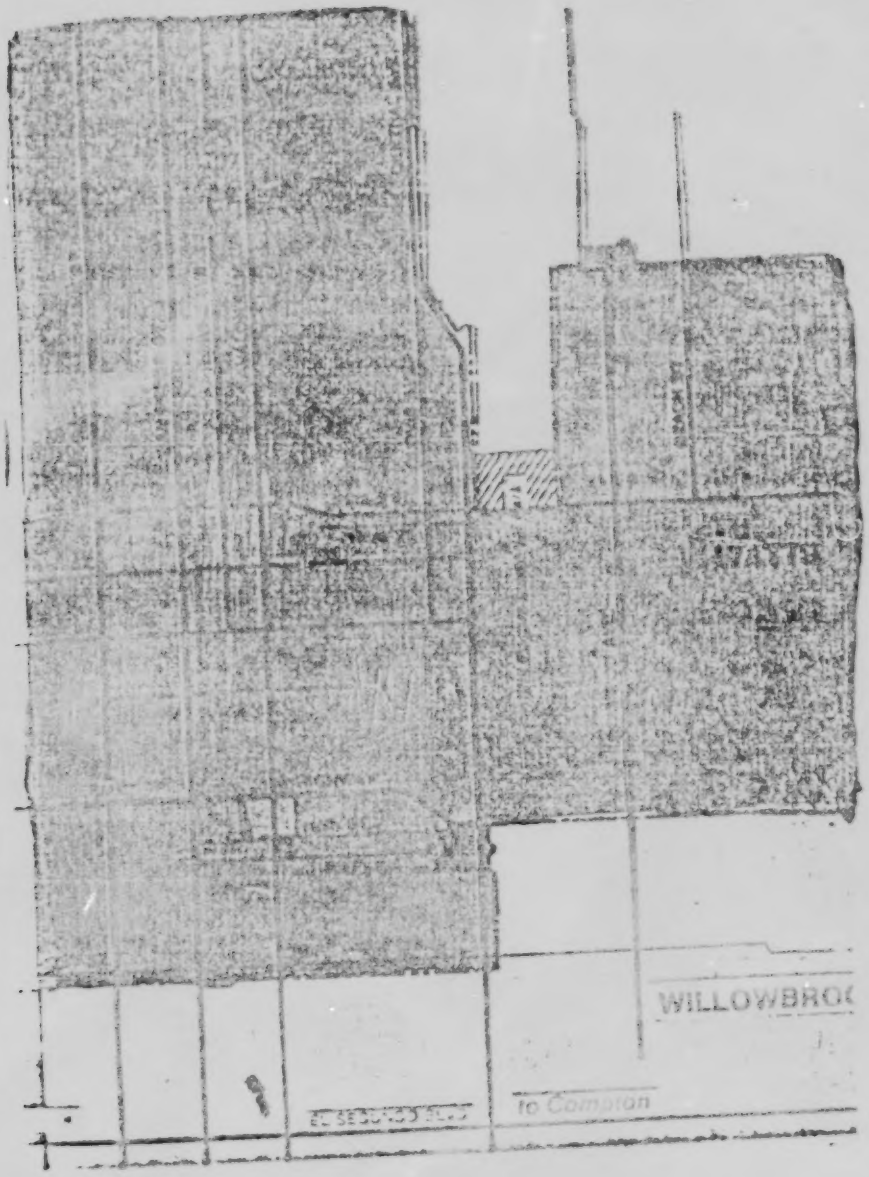
on
Page 1



THE WATTS AREA

☐ Los Angeles County
☐ City of Los Angeles

Scale: 2800 feet = one inc

NEWSPAPER PAGES

Copies of newspaper microform will be used to document the violent events and to illustrate media persuasion. A few of those copied are listed below.

1. The Chicago Tribune front page of May 4, 1886, calling the disturbance at the McCormick Plant the work of a wild mob charged by anarchist speeches.
2. The Chicago Tribune front page of May 5, 1886, calling the Haymarket act a hellish deed and the Arbeiter incendiary literature.
3. The Chicago Tribune front page of May 6, 1886, calling the Haymarket incident a communist conspiracy and claimed the event was the result of a rehearsed conspiracy
4. The Chicago Tribune of July 28, 1919, reporting the enlargement of the riot. A copy appears on page 21.
5. The Chicago Tribune of August 3, 1919, listing the injured from the riot and a plea from the black leadership to punish all rioters, white as well as black.
6. The Chicago Tribune of August 3, 1919, showing pictures of the violence against people and buildings.
7. The Chicago Tribune of August 5, 1919, describing the indictment of 17 blacks, charged with murder, assault, and conspiracy. Note the comment of Judge Robert Crowe on the following page.

KS 10 CENT FARE

NEW SCHEDULE BOOSTS RATES FOR SUBURBS

City to Fight Any Raises; Several Offers Made

JURY ACTS ON VARIED CASES IN FIRST DAY

FULL CONFESSIO

Report Two Killed, Fifty Hurt, in Race

BATHING BEACH FIGHT SPREADS TO BLACK BELT

BRITISH LABOR STAND FIRM FOR STRIKE

CAR PEACE AT 7 CENT FARE PRICE NEARER

The Slayer—Pictured as He

135

135

8. The New York Times of August 15, 1965, showing riot scenes.
9. The New York Times of August 15, 1965, reporting of a story of older blacks inciting black youths to attack and kill whites and burn their neighborhoods.
10. The New York Times of August 16, 1965, reporting that Chief Parker of the police force saying he won't descourage people from protecting themselves from (black) looters.
11. From the New York Times of August 19, 1965, Poverty Head Shriver responding to Mayor Yorty's charge, saying that Los Angeles was not shortchanged by anti poverty funds and that the city still has $1 million in unspent poverty money. Shriver also indicated that the city has made it difficult for minorities and the poor to join in the anti poverty fight.

PHOTOGRAPHS

Black and white prints were taken of pictures relating to the 1919 riot in Chicago and to the 1965 riot in Watts. These photographs will be placed on colored construction paper and displayed on the bulletin board during the unit described. The content of the photos is listed below.

1919 Chicago

1. Chicago rioters leaving 29th Street Beach
2. Rioters
3. Crowds searching for Negroes
4. Negro stoned to death
5. Negroes under the protection of the police leaving a wrecked house
6. Fires behind the stockyards
7. A black's wrecked house in the riot zone
8. Searching blacks for weapons in a police station
9. A bombed building on Indiana Avenue
10. Negro workers receiving their paychecks in a temporary paystation located in a YMCA
11. Blacks buying ice from a freight car switched into black neighborhoods
12. Blacks employed in poorly lit hat factory, 1919

1965 Watts

1. Marquette, Ronald, and Rena Frye attending a State Senate

fact finding committee

2. Two burning buildings on Avalon near 107th Street
3. A drugstore at 107th and Avalon destroyed by rioters
4. Youth sitting on a shoeshine box on the corner of Imperial and Avalon
5. Hate literature attacking Los Angeles Chief Parker which the police were unable to stop
6. A "blood brother" sign in a store owned by a black to protect him from looters and arsonists
7. Looters on 103rd Street
8. A destroyed building on 103rd Street
9. Guardsmen protecting firemen from snipers
10. "Charcoal Alley" at midnight
11. Looters stealing lampshades from a furniture store at 103rd Street and Wilmington Avenue
12. Destroyed buildings on Central Avenue which were later leveled by bulldozers and cleared
13. Looters on the second day
14. The inside of a home at West 60th Place which was destroyed by fire which was abandoned so rapidly that the owners left a TV on; so many stolen goods were located that three trucks were necessary to haul away the merchandise

POSTERS

The posters listed below were recovered by the NAACP from black areas in Chicago during the 1919 riot. Most of the posters were not dated or signed. The posters are drymounted to poster material and will be desplayed on the bulletin board during the lesson.

1. Pleading for a resolution of the lawlessness. A copy follows on page 26.
2. A Olivet Baptist Church poster for free meals to needy riot victims, August 2, 1919
3. A plea for fellow laborers to be calm when the riot is over
4. The Armour Efficiency Club's appeal for its workers to remain steady and calm
5. The Urban League of Chicago's advice for all workers to return to work and to contact them if they were unable to contact their employer
6. The Woodfolk Bank on South State Street reporting that they had cashed 2000 checks worth $20,000 and pleading for business and calm
7. The Chicago Whip, a black newspaper, of August 2, 1919, pleading for good will and respect for the authorities

NOTICE! *To the Citizens of Chicago*

We the Colored Citizens of Chicago, appeal to all the White Citizens for prompt cooperation and a final adjustment of the present lawless conditions which now prevail in parts of our city. By virtue of misunderstandings and misrepresentations, induced by improper publicity, without the absolute facts being known, the people of both races have been misled.

The cause of this deplorable situation was the unfortunate circumstance which occurred at the 29th Street Bathing Beach where an innocent colored boy was stoned and drowned. Is this a good and valid reason why the city should be turned over to the prejudices, and violent assaults, that have caused so much sorrow and grief, to both races and in most cases those, the least to blame?

The present state of affairs should be stopped at once, as it is a grave menace to the welfare of the community and an undying disgrace to Chicago. The white people that know us best and have direct dealings with us are doing business as usual, without molestation to them or their families. Outside deliveries are being made without difficulty and these people are sorely grieved because of the present situation.

Let the cause of this trouble be forgotten, and to this end, let every individual do all in his power, to restore peace and harmony. COMMITTEE OF 100

RESEARCH TOPICS

These research topics which relate to the workshop are for advanced students who will work for academic credit on an independent basis. This list is only part of the number of suggested topics from other lessons that I cover in sociology. There are 30 topics, from which a student will select four to research over a period of a semester.

Suggested research topics related to collective behavior

1. The Denver Anti Chinese Riot of 1880
2. The Christiana Riot and Treason Trials of 1851
3. The Native American Riots of 1844
4. The Philadelphia Riots of 1844, Southwark phase
5. The Rolling Mill Riots of 1850 in Pennsylvania
6. The Tompkins Square Riot in New York, 1874

SOURCES CONSULTED

This bibliography of 109 items has been divided into four sections, one section for each of the three riots researched and one of a general nature of sources related to collective behavior, black history, violence, and the labor movement of the periods covered in the workshop. Sources include books, newspapers, magazines, films, cassette tapes, maps, and simulations. The listing is partially annotated to give the user the source's strengths or weaknesses; the grade level appropriate, if known; and whether the source was recommended for purchase by our school.

For the purpose of this paper, I will only include the first page of the sources I consulted.

HAYMARKET RIOT BIBLIOGRAPHY

Altgeld, John Peter. Reasons for Pardoning Fielden, Neebe, and Schwab. Chicago: privately published, 1893.

Browne, W. R. Altgeld of Illinois. New York: B. W. Huebsch, Inc., 1924.

David, Henry. The History of the Haymarket Affair. New York: Farrar and Rinehart, Inc., 1936.

Thorough account of the background of the laboring movement, events of the McCormick and Haymarket riots, and biographies of the defendants. High School level.

Foner, Philip S., ed. The Autobiographies of the Haymarket Martyrs. New York: Monad Press, 1969.

Thorough and personal account of the defendants. High School level.

Freidel, Frank Burt. The Harvard Guide to American History. Cambridge: Harvard University Press, 1974.

Kebabian, John S. The Haymarket Affair and the Trial of the Chicago Anarchists. New York: H. P. Kraus, 1970.

Excellent list of original manuscripts, letters, articles, and other printed materials. High school level. Recommended for purchase.

Kogan, Bernard R., ed. The Chicago Haymarket Riot, Anarchy on Trial. Boston: D. C. Heath and Company, 1959.

Much detail for research.

Lasswell, David. "The Old New Left: Emma Goldman in Chicago," Chicago History 1 (September 1971): 1970-1.

Lum, Dyer Daniel. The Great Trial of the Chicago Anarchists. New York: Arno Press, 1969.

Developing Nations' Role in the 1980's

and

Their Implications upon the United States

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North Vernon, Indiana

Janet L. Hartzell, Library Service Center
Evansville, Indiana

N.E.H. Workshop

"Libraries, Librarians, and Secondary School Teachers"

Ball State University

Muncie, Indiana

Summer 1981

INTRODUCTION

NEED

United States citizens held hostage in Iran; United States involved in El Salvador politics--both current cases indicate the immediacy of the United States' sometimes nebulous relationships with third world countries. With the real or imagined decline of America's ability to shape the world as it might have done after World War II, students and adults are finding that our society may itself be shaped partially or wholly by developing third world nations. This changing United States role (perceived or not) has far-reaching implications inasmuch as those nations that may shape our future are unknown to both students and teachers alike. Jayne Miller Wood points out that "teaching about increasing global interdependence, global hunger and poverty, and the development of more than three-fourths of the world's people is important if one wishes to prepare students for the world of tomorrow."[1]

Because of the currency of this topic and the lack of space, social studies textbooks touch only briefly on the subject of developing nations. The consequent vacuum created in many high school social studies areas--history, economics, sociology, geography--needs to be

[1]Jayne Miller Wood, "Adding a Global Outlook to Our Secondary Curriculum: Classroom Teaching Strategies," Social Education 38 (November-December 1973): 664.

filled with current, pertinent information that will take into account the interdisciplinary nature of this subject within the high school social studies curriculum. An inherent advantage of this topic is that students who often complain that social studies classes spend too much time mired in the past can experience first hand the immediacy of social studies.

PROBLEM

The problem is built on three successive and progressive levels. First, the high school student must have some concept of what a developing nation is and where developing nations are located. Second, the student needs to explore the relationships between the United States and various developing countries. Both these levels are needed so that the student may reach the third and final level in which the effects of the developing nations on the specific student are explored. Thus, the central problem addressed by this project is how to conceptualize the growing interdependence between developing nations and a student who resides in Indiana.

A corollary to the central problem is how and where to find the suitable resource materials necessary to fill gaps in textbooks and to provide an interdisciplinary program. Because of the immense area to be covered, the project team decided to focus primarily on bibliographic listings of resource material that is general in nature

rather than looking for resources on specific developing countries. In this respect, the project will remain open-ended, allowing classes to focus on any developing countries that were currently in the news at a specific time.

IMPLEMENTATION

A pretest will be administered to determine students' preconceived notions of developing nations. The discussion will lead to the historical background of developing nations as well as to a working definition of what developing nations are.

Once the background has been presented, the class focus will shift to today's developing nations. Transparencies may be used to aid students in visualizing various relationships--the total amount of land surface or the total world population and how each amount is distributed between developed and developing nations. Map studies may be conducted to see where developing countries are located. A geography class might elect to study in detail one specific country, or each student might choose a country to examine in detail--raw materials, population, industry, GNP, major source of income, major imports, major exports, type of aid received, etc.

Simulations or case studies might be used. Having students decide how they could live on $200 a year or

placing students on a fictional grant committee to administer funds to an underdeveloped nation will be profitable as the student gains a concept of how life in a developing nation differs from his own. The student should also begin to see the importance of interdependency. A transparency indicating which developing nations received the greatest aid from the United States over a given period of years should raise the question: Why did these specific countries receive foreign aid? As students attempt to answer the question, the concept of United States aid to developing countries will be explored. Why does the United States provide aid to foreign countries? How much of the total federal budget goes for foreign aid? The relationships between the United States and various developing countries can now be examined.

The focus of the project now shifts to the interdependence of nations. Certain other relevant points may be examined here. How do developing nations see the United States? Why is this image important? Transparencies may be used here indicating major imports and exports of the United States.

Once the student begins to understand the impact of the developing nations on the United States, he can move to the final stage of the project. A mini-project has been constructed in which students will discover how their

life is directly affected by developing nations. Students will interview local citizens, send questionnaires to businesses, civic organizations, and churches and use other community resources to compile data regarding the local community's ties to developing nations.

Lists of resources have been gathered together in the following separate bibliographies:

1. Basic reference books that any high school library should have for this topic
2. Other print material
3. Free material
4. Periodicals containing pertinent articles
5. Filmstrips
6. Motion pictures
7. Videotapes
8. Games and simulations
9. Cassettes

In addition, several transparencies and case studies have been produced or duplicated for use in the classroom.

EVALUATION

Students will be evaluated by a variety of means. The pre-test will be administered at the conclusion of the unit. However, the exact nature of the test will be determined by the nature of the class. Additional questions will be added from the text as well as from

discussions, although the majority of the test will be from the pre-test.

Other means by which the students will be evaluated include individual participation in discussions and activities as observed by the teacher.

The third means of evaluating will be through the student's efforts in compiling data for the class project. The class will be divided into working groups with such headings as church groups, civic organizations, and community opinions.

At the conclusion of the unit the students will be given a brief questionnaire regarding the unit. Sample questions might be

1. What did you learn about developing nations?
2. Which activities helped you most in learning about developing nations? Why?
3. Which activities were not worthwhile? Why?
4. What improvements would you suggest?

Also included in the project is an evaluative tool for teachers and librarians who need some criteria for selecting materials on this topic.

7/DHJH

THE NEW MAJORITY PRE-TEST[1]

Directions: Underline the correct answer.

1. What percent of the world's population lives in developing countries? (a) less than 10% (b) about 75% (c) about 25% (d) about 90% (e) about 35%

2. Approximately what percent of the world's population does the U.S. have? (a) 3% (b) 12% (c) 6% (d) 15% (e) about 35%

3. Approximately what percent of the world's wealth does the U.S. have? (a) about 15% (b) about 50% (c) about 25% (d) about 65% (e) about 35%

4. Which three continents contain the majority of developing countries? (a) Asia (b) Africa (c) Europe (d) South America (e) North America (f) Australia

5. Which three of the following countries have the lowest rate of population growth? (a) India (b) Honduras (c) Saudi Arabia (d) Japan (e) Nigeria (f) U.S. (g) Mexico (h) China (i) Portugal

6. Which three of the following have the largest populations? (a) India (b) Honduras (c) Saudi Arabia (d) Japan (e) Nigeria (f) U.S. (g) Mexico (h) China (i) Portugal

7. Which three of the following have the highest rate of population growth? (a) India (b) Honduras (c) Saudi Arabia (d) Japan (e) Nigeria (f) U.S. (g) Mexico (h) China (i) Portugal

8. In which region do you think one would find the lowest rate of literacy? (a) Asia (b) Oceania (c) Latin America (d) Europe (e) Africa (f) North America

9. What is the "Green Revolution"? (a) a guerilla war (b) a back to the land movement (c) a breakthrough in food production (d) a victory for new kinds of pesticides (e) a new method of cutting back tropical overgrowth

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[1]Jayne Miller Wood, "Adding a Global Outlook to Our Secondary Curriculum: Classroom Teaching Strategies," Social Education 38 (November-December 1973): 670-671.

8/DHJH

A CHECKLIST FOR EVALUATING GLOBAL STUDIES CURRICULUM MATERIALS FOR CLASSROOM USE[1]

Title of Materials

Copyright date

Author(s)/Developer(s)

Publisher

Format (textbook, filmstrip, etc.)

Evaluator

DIRECTIONS: Answer the following questions by circling a number on the rating scale.

		no extent				great extent
1.	To what extent do the materials emphasize that each person has a unique perspective on the world that may not be shared by others?	0	1	2	3	4
2.	To what extent do the materials help students understand that the way we perceive ourselves and other persons influences how we behave toward others?	0	1	2	3	4
3.	To what extent do the materials emphasize that there are basic needs, concerns, activities, and rights common to humanity?	0	1	2	3	4

[1]Taken from Howard D. Mehlinger et. al., Global Studies for American Schools (Washington, D.C.: National Education Association, n.d.), pp. 78-84.

9/DHJH

JENNINGS COUNTY TIES WITH THE DEVELOPING NATIONS

A SEMESTER PROJECT

This project will explore how Jennings County is directly and indirectly involved with the world community as well as with developing nations during the current school year.

Questionnaires and personal interviews will be used to obtain information from churches, civic organizations, industries, merchants and individuals which have had international contacts. Newspapers, daily observations and other research tools may be used to gain further insight. Suggestions are used as to how one may utilize seemingly common sources to increase one's perception in gaining clues to the interdependent nature of today's world. The Inventory of Global Materials and Resources in the School and Community, in handout form, is a good place to start the journey. An example of a possible questionnaire and a cover letter follows.

10/DHJH

SAMPLE LETTER

TO ACCOMPANY QUESTIONNAIRE

Dear _____:

I am a resident of Jennings County. I am presently working on a semester project at Jennings County High School. The project is a study of Jennings County's place in the world community with the emphasis being placed upon our relationship with developing nations. The project will attempt to foster an awareness within the community of the interdependent nature of today's world. Enclosed is a questionnaire which attempts to gain some insight as to your firm's international activities. If you are unable to answer a question, leave it blank and proceed to another. All information will be kept in strict confidence as only the sum total of all acquired information will be included in the project.

If your firm does not engage in international activities, I would also like the questionnaire returned in the enclosed envelope.

If you have any questions relating to either the questionnaire or our project, feel free to call Jennings County High School and ask for Mr. Howard. Your firm will be provided with the results of our study. Thank you for your cooperation.

_____

11/DHJH

JENNINGS COUNTY TIES WITH THE DEVELOPING NATIONS

QUESTIONNAIRE

1. Company Name _____
2. Export Sales Manager _____
3. Import Manager _____
4. Products Exported _____

   _____
5. Products Imported _____

   _____
6. We export to the following countries _____

   _____
7. We import from the following countries_____

   _____

THE FIGURES SUPPLIED BELOW WILL BE KEPT IN COMPLETE CONFIDENCE. THEY WILL BE COMBINED WITH THOSE OF OTHER FIRMS TO OBTAIN A SUM TOTAL. FOR EACH RESPONSE BEST PERCENTAGE ESTIMATES ARE ACCEPTABLE.

8. City of company headquarters _____
9. Estimated number of employees: Jennings County _____; U.S. outside of Jennings County _____; abroad ___ _____; TOTAL _____
10. Number of people in Jennings County spending full time on international activities _____.

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11. Number of people in Jennings County spending part time on international activities _____.

12. How many trips abroad did members of your organization take in 1980? _____ Approximately how many people in your organization went abroad in 1980? _____ Which countries were visited? _____

_____

_____

13. How many foreigners visited your firm in 1980? _____ _____ Which countries were they from? _____

_____

14. The approximate dollar value of imports to Jennings County in 1980: $_____. The approximate dollar value of export sales from Jennings County in 1980: $_____.

Please return the questionnaire in the enclosed envelope. Your early response will be greatly appreciated. The enclosed information will be kept in strict confidence. Thank you for your assistance.

13/DHJH

CASE STUDY--UPPER VOLTA

THE SITUATION

You are a member of the Grants and Loans Committee of a private organization which carries on fund-raising projects in your own country on behalf of less affluent, developing countries in other parts of the world. At the moment your committee has about $32,000 at its disposal to allocate to special projects in Upper Volta. You have had six projects submitted to the committee for funding. The cost for funding all the projects would be nearly $51,000. Since you do not have that much at your disposal you must decide which projects, either in part or in full, will be funded, and explain why you support certain projects over others. You should keep in mind both short-term needs and long-range goals in selecting projects that would be most beneficial to the country at this time.

In considering the needs of this country, remember the country's background and resources and the daily problems facing the citizens of this country because of the lack of development. With these things in mind, consider the requests as described, study the map, and discuss and decide which projects should have the highest priority.

14/DHJH

CASE STUDY--UPPER VOLTA

NOTES TO THE TEACHER

This case study is most suitable for high school juniors and seniors but it could also be used with advanced sophomores. The class might be asked to come to certain decisions as individuals, and then come to a general consensus within small groups of 8-10 students before the entire class, acting as the Grants and Loan Committee, comes to a decision as to which projects should be funded--and why.

Discussion of this specific case should lead into a discussion of the U.S. government's role in granting both economic and military assistance to developing countries. The following questions may help direct the discussion in productive channels.

1. Should the U.S. government give aid in the form of grants or loans to developing countries? Why or why not? Would government aid take a different form from assistance by private organizations? Why or why not?

2. Which countries should receive aid? On what basis? Use the transparency showing which 10 countries received the most economic aid and which 10 received the least aid from the United States between 1946-1977. Why did some countries receive large amounts of aid while other countries received little or nothing?

3. For what kinds of projects do you think aid

15/DH

LIBRARY NEEDS IN PRINT MATERIALS

Current almanac (preferably two different titles)

Current atlas

Current news periodicals--especially Time, Newsweek, and U.S. News & World Report

Current encyclopedia

Current newspapers that emphasize national and international coverage, e.g. New York Times, Washington Post

Current Reader's Guide to Periodical Literature

Current vertical file

Because of the currency of this project, most print material (except periodical publications) becomes quickly dated and loses its value. In addition, most books published on the subject of developing nations are not suitable for high school students. The print items in the list above would provide adequate information for this project provided all items are current. Ambitious librarians or social studies teachers could start a special file of developing countries (similar to the file drawers of Deadline Data on World Affairs) using cards that could be updated when a new government gained power, when the name of the country changed, etc.

Two other reference books provide information that is specifically directed toward a study of underdeveloped countries.

International Bank for Reconstruction and Development. World Tables, the Second Edition 1980, from the Data Files of the World Bank. Baltimore: Johns Hopkins University Press, 1980.

A collection of the economic, demographic and social data of most countries in the developing world.

Kurian, George Thomas. Encyclopedia of the Third World. 2 vols. New York: Facts on File, 1978.

". . . provides a compact, balanced and objective description of the dominatn political, economic and social systems of 114 countries of the world." (Preface)

17/DHJH

FILMS ON DEVELOPING COUNTRIES

Only films produced during or after 1970 have been included in this list. No films that deal with a specific country have been included either. If films are desired on a specific developing country, check Helen Cyr's book, Filmography of the Third World, which arranges films by continent and then by country.

And Who Shall Feed This World [Motion Picture]. NBC. Wilmette, Illinois: Films Incorporated, 1975, 1 reel, 47 min., sd., col., 16 mm.

Presents the political, economic and moral aspects of the world food shortage by contrasting life on a farm in North Dakota with life on a farm in India. Considers the question of America's obligation to the hungry of the world.

Asian Overview--a Summary of Tomorrow [Motion Picture]. The Human Family, Pt. 1--South and Southeast Asia. Hollywood, California: Av-Ed Films, 1972, 1 reel, 15 min., sd., col., 16 mm.

Describes what must be done if the development effort of South and Southeast Asian people is to suceed and a free society is to evolve. Describes how the massive population must be handled and how the government and people must learn to communicate and work together, resolving urban and rural problems, before an effective society will evolve.

Beyond the Next Harvest [Motion Picture]. Elkhart, Indiana: Christian Rural Overseas Program, 1975, 1 reel, 27 min., sd., col., 16 mm.

Presents an overview of the world food problem, its causes and its possible cures. Features scenes from many countries, both rich and poor.

Big Problems for Little People [Motion Picture]. University Park, Pennsylvania: Penn State University Psyche Cinema Register, 1976, 1 reel, 23 min., sd., col., 16 mm.

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FILMSTRIPS ON DEVELOPING COUNTRIES

Economics and the Global Society [Filmstrip]. Made by Anita Davidson Productions. New York: Newsweek Educational Division, 1975, 3 rolls, col., with 3 cassettes.

Provides a basic framework of economic concepts and principles, analyzes the widening disparity between the developed world and the developing words, and examines interdependence and the feasibility of a truly global society. From the series Current Affairs Case Study.

The Ever Widening Gap [Filmstrip]. Joshua Tree Productions. Pittsburg, Pennsylvania: Westinghouse Learning Corp., 1974, 61 fr., col., with cassette.

Points out how poverty separates nations, making rich countries richer and poor countries poorer. From the series Rich Nations/Poor Nations.

Gifts of Love [Filmstrip]. Akron, Pennsylvania: Mennonite Central Committee, 1967, 62 fr., col., with cassette.

Tells the story of the Mennonite Central Committee's Christmas Bundle program. Shows what happens to the bundles from the time they are packed in bales at North American MCC centers until they are placed in the hands of needy persons overseas.

Global Emergency--Food and Population [Filmstrip]. White Plains, New York: Guidance Associates, 1975, 195 fr., col., with cassette.

Examines some of the social and economic implications of the food and population crisis. Explores various ways in which these problems can be solved and suggests some of the consequences that failure to deal with food supply shortages and population growth might bring.

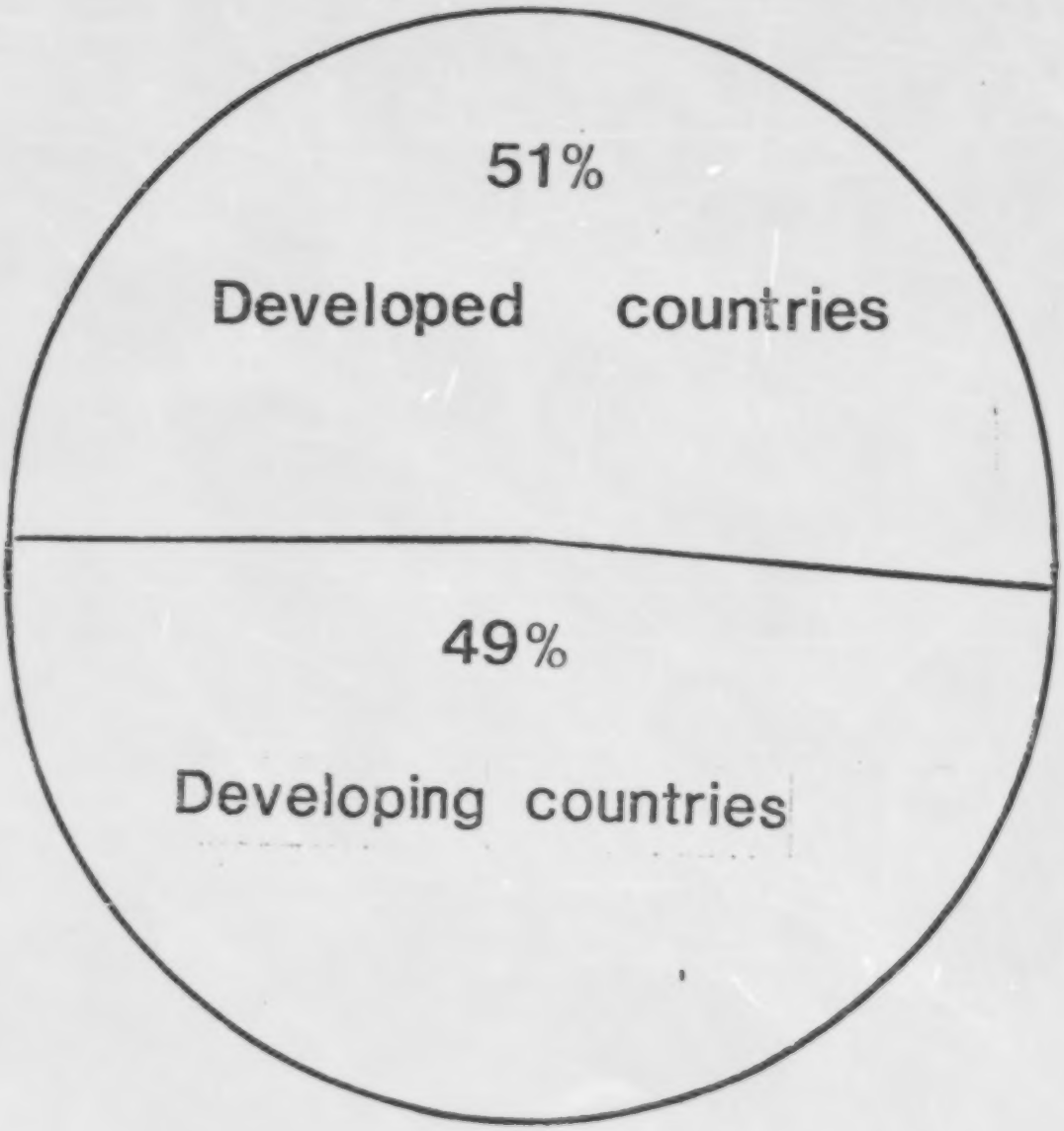
Global Emergency--Values in Conflict [Filmstrip]. White Plains, New York: Guidance Associates, 1975, 85 fr., col., with cassette.

Provides an overview of the problems which constitute the global emergency, including population, food, energy and pollution. Considers the interrelationship of these problems and some of the solutions proposed for them.

19/DHJH

DEVELOPING COUNTRIES

TOTAL LAND SURFACE ON EARTH

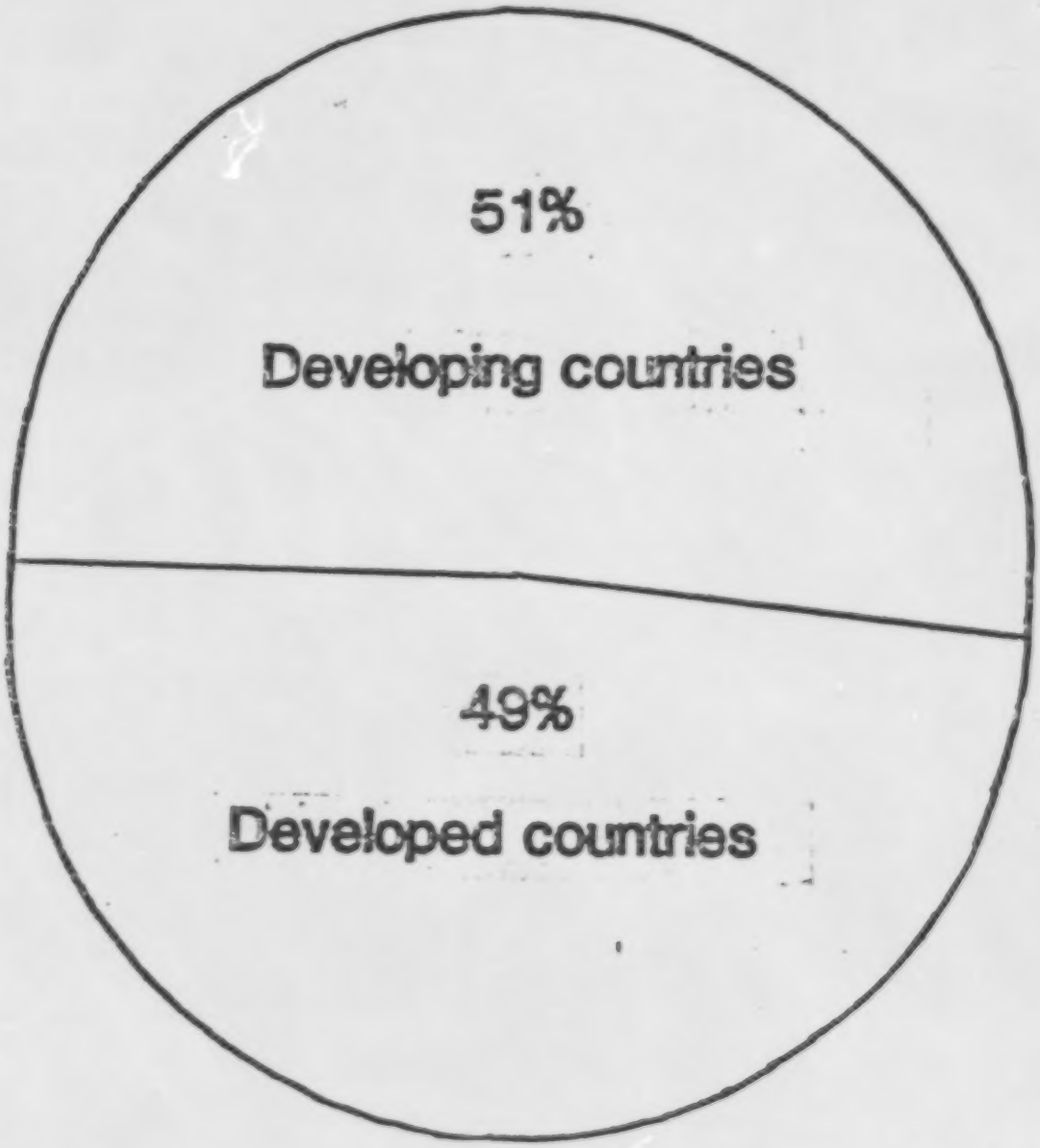


TRANSPARENCY 1

20/DHJH

DEVELOPING COUNTRIES

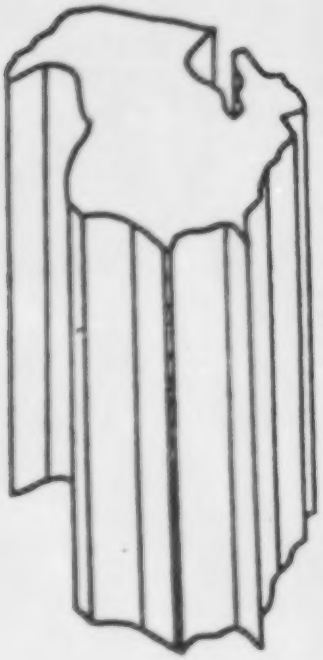
TOTAL POPULATION DISTRIBUTION



21/DHJH

U.S. Imports

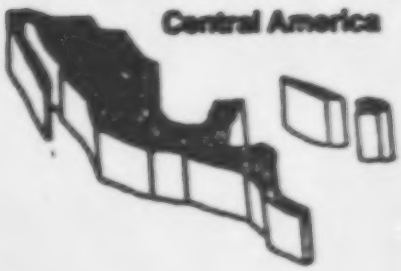
in millions of $s



North America

16,898

1,478



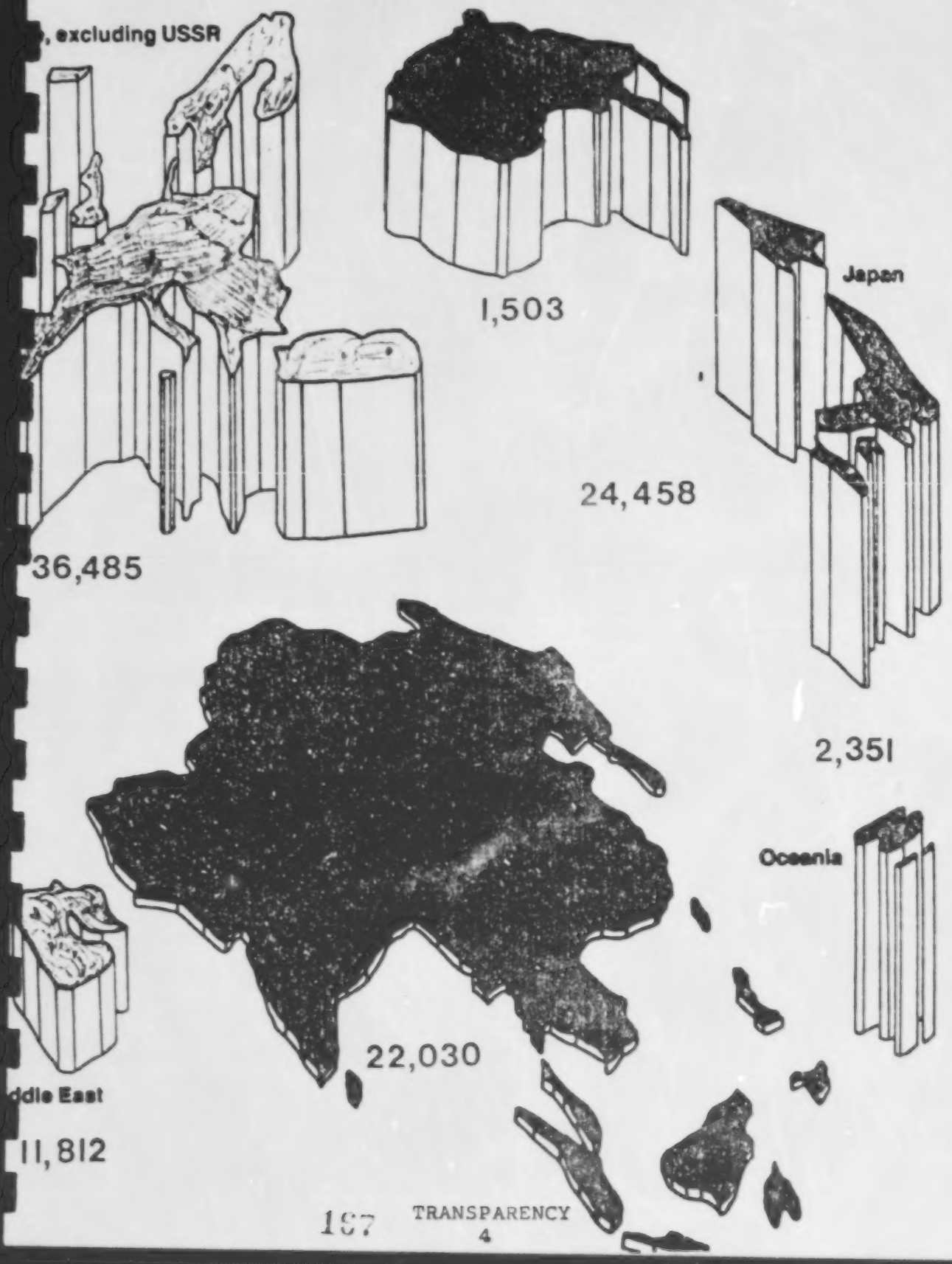
Central America

South America

16,388

TRANSPARENCY 3

Imports 22/DHJH



Absolute Rulers On Trial

Mary Jo Kersey, Broad Ripple High School
Indianapolis, Ind.
John Krueger, Emmerich Manual High School
Indianapolis, Ind.

N.E.H. Workshop "Libraries, Librarians, and
Secondary School Teachers"
Ball State University, Muncie, Ind.
Summer 1981

1/mjk

INTRODUCTION

Better than a stale classroom lecture, note-taking, question-answer situation is one in which students can actively participate. This unit proposes to give students that opportunity.

Students will research both the positive and negative aspects of absolute rule. Their findings will allow them to make decisions and value judgements in a role-playing situation. This will bring to life information in other resources available to them in addition to the textbook material.

Research utilizing the Media Center for individual and group activities will give students accessibility to various resource materials. Each student will receive a Suggested Readings list of books, periodical articles and multi-media and a list of Reference Sources. Additional assistance will be given on request.

2/mjk

GOALS AND OBJECTIVES

I. Goals of the teacher and/or librarian will be to:

1. encourage students to make decisions based on material available
2. emphasize that learning comes from exposure to a variety of sources
3. provide guidance by group and individual needs

II. Proposed behavioral objectives to be achieved as a result of involvement with the trial. The student will:

1. understand effects of absolute rule on its people
2. understand similarities of different rulers, given different time periods
3. understand beneficial points of absolute rule
4. make comparison of absolute with democratic government
5. use research skills to select information on topic
6. get an opportunity for active involvement in learning
7. recognize the media center as a center for learning
8. work independently and in group situations
9. show understanding of unit by responses on an evaluation
10. provide input to teacher and/or librarian by evaluation of the unit

A. Introduction to Unit

Students are to participate in one of two trials of absolute rulers, or to prepare a research paper. The unit is designed to last nine days.

Rulers for which trial materials and bibliographies have been prepared:

Peter the Great of Russia

Adolf Hitler of Germany

Fidel Castro of Cuba

Other rulers appropriate for trial or research papers:

Henry VIII of England

Elizabeth I of England

Charles I of England

Louis XIV of France

Catherine the Great of Russia

Joseph Stalin of the Soviet Union

Shah Jahan of India

Mao Tse-tung of China

Shih Huang-ti of China

Philip II of Spain

Frederick II of Prussia

Benito Mussolini of Italy

Nero of Rome

B. Explanation of Unit

Each student will be responsible for helping to prepare either the prosecution or defense of an absolute ruler, or for producing a paper listing both the harmful and beneficial qualities and actions of a ruler as might be seen by citizens

of that nation. The choice of preparing for a trial or doing the research paper will, as much as possible, be left to each student, as long as the required rolls are covered. Experience dictates that the more extroverted student will opt for the trial--a group effort in front of the class; shyer ones, on the other hand, will prefer the individual paper which requires no oral presentation. Also, the choice of rulers each will work on will be left to students. Since few, if any, students have to take a less desirable choice, most are not forced to defend someone they cannot support. Most should realize that even the most despised ruler can have a few likeable qualities or actions, these people are or were human.

C. Day-By-Day Explanation

Day One begins with a brief reminder to the class that we have read in the text about several monarchs who exercised "absolute" power over their peoples. (If the term "absolute" is new to the class, explain it now.) Name a few who have been studied, or are well known male or female rulers. Weed out ones, living or dead, who are not absolute rulers. Examples to list: a Roman emperor, an Indian Mogul, a seventeenth century divine right monarch, a twentieth century dictator. This begins to build the idea that these people have something in common. The teacher could at this point try to stimulate a little interest and humor by asking, "If you were St. Peter at the Pearly Gates and (name one of the listed rulers) came up, would you let him (her) in? Why?" Ask for some reason for the answers. See list of suggested rulers. Bibliographies and reading materials have been prepared for three of the names--

a seventeenth century tsar, the most well-known twentieth century dictator, and a currently ruling dictator.

Next, explain the trial idea: a way of bringing out both favorable and unfavorable points about a person. The charge is: "You, (name of ruler), are accused of making (name of nation) worse off than you found it."

Needed for each of the two trials will be a prosecution and a defense team. Each team is to consist of two or three "lawyers" (the number to be decided by the teacher). Team members may split cases into a ruler's public deeds and personal traits. Witnesses may be called. The ruler's representative should be called to testify by the defense, and not be forced to testify against themself. It needs to be emphasized that both sides must build convincing cases based on all facts available in order to persuade a jury (of class members) of their case.

A judge for each trial, selected by the teacher or elected by the class, should not be announced until the trial date to avoid corruption. The judge's rule will be to keep order and maintain fair procedures. He (she) does not provide information.

Explain that students, who are not involved in either trial as lawyers or witnesses, must prepare a paper along the following lines:

1. Research one of the rulers listed and prepare lists of facts both to prove and to disprove the trial charge.

2. Write a conclusion stating the student's opinion as whether the ruler is guilty as charged or not and why.

In further instruction, emphasize that all writing is to be in the student's own words, not copied verbatim, without quotation marks and reference made to the source used.

Explain how each effort will be evaluated: lawyers, witnesses and ruler on knowledge of facts and oral presentation. Research papers will be evaluated on knowledge and completeness of facts, as well as student analysis of material given in their written conclusion. All will be expected to turn a list in of references that follows a reference form included. Teachers need to familiarize themselves with materials students use.

Day Two is devoted to reinforcing library skills in the classroom or in the media center. Also, if trial roles were not assigned on Day One, they should be assigned today.

The class should become familiar with the following:

1. How to look up biographies in an encyclopedia, the card catalog, Readers' Guide, and Current Biography.
2. How to skim an article or book to see whether it contains appropriate information.
3. How to make brief notes of main points, avoiding copying long passages.
4. How to write an author's ideas in the student's words.

One day may be sufficient for this, depending on the experience of the class. This should not be made more burdensome than necessary though, so that students would lose interest in the ultimate objective: learning about people.

Days Three through Six are spent in the media center locating materials, reading and taking notes. Part of the experience is reinforcing the use of the various guides and

in locating the different kinds of materials indexed in them. Also, during these days, prosecution and defense teams must coordinate their cases.

Days Seven and Eight are given to one trial per day and research papers are to be turned in at this time, also. The trial procedure is as follows:

1. One or two judges must be selected.
2. Time limits are set for each side.
3. Prosecution makes opening statement.
4. Defense presents counterpoint.
5. Witnesses are called and cross-examined.
6. Closing arguments are presented.
7. The jury makes its verdict.

If preferred, cases could be conducted as pre-trial hearings, with information presented, but without the competitiveness and voting cloture. In this case, the judge could render a punishment or trial. In either case, if possible, the librarian will be invited to observe and evaluate one or both trials.

Day Nine is the time for evaluation. The evaluations consist of:

1. Bibliography sheet from each student.
2. Research papers from those not participating in the trials. Criteria are:
   A. completeness of information
   B. accuracy of information
   C. neatness of format
   D. following instructions
3. Participation in trials for lawyers and defendants. Criteria are:

A. completeness of information
B. accuracy of information
C. convincing presentation, involving knowledge and understanding of facts, skill at talking from notes, plus proper amount of emotional presentation

4. The final discussion including:

A. advantages and disadvantages of absolute rule to a nation's people
B. why some nations have had such rule
C. what freedoms we enjoy which people under absolute rule are denied
D. what may be learned by using a variety of resources

5. A short exam over points synthesizing absolute rulers and library skills

6. Teacher evaluation of individual participants in the trials

7. Student evaluation of participants in the trials

8. Student evaluation of the project.

9/mjk

BIBLIOGRAPHY

The bibliography is a list of every work cited in the text or in the footnotes plus other important sources. A bibliography must include every work referred to in a report or paper, but it may also include works which contributed to the writer's ideas or conclusions but were not cited in the text. Do not list every work consulted. List only those which made a real contribution to your project.

The form of the bibliography differs from that of the footnotes. The list is arranged alphabetically by the author's last name, does not include parentheses, and periods, not commas, are used between each part of the entry. The author's last name is against the lefthand margin and any succeeding lines are indented five spaces. For magazine articles the included pages of the article should be given.

BOOKS

One Author

Feuer, Lewis S. The Conflict of Generations: The Character and Significance of Student Movements. New York: Basic Books, 1969.

Two Authors

Judah, Charles, and Smith, George W. The Unchosen. New York: Coward-McCann, 1962.

Three or More Authors

Landsberg, Hans H.; Fischman, Leonard L.; and Fisher, Joseph L. Resources in America's Future. Baltimore: Johns Hopkins Press, 1963.

10/mjk

Editor

Mitgang, Herbert, ed. Lincoln As They Saw Him. New York: Rinehart, 1956.

MAGAZINE

Woodward, Kenneth L. "Seances in Suburbia." McCalls, March 1970, pp. 70-1.

NEWSPAPER

Lucas, J. Anthony. "The Drug Scene: Dependence Grows." New York Times, January 8, 1968, p. 1.

ENCYCLOPEDIA

Encyclopedia Americana, 1969 ed. Vol. XV. "Indian, American," by Harold E. Driver.

Encyclopedia (Unsigned Article)

Encyclopedia Americana, 1969 ed. Vol. XV. "Ironwood."

11/mjk

NAME _____ DATE _____

BIBLIOGRAPHY

Students are required to read from at least five sources for their topics. Provide the proper bibliographic information (see Bibliography guidelines), write one or two sentences describing the main idea of each, and give the page numbers read.

This sheet is to be completed and turned in before the first trial. All materials are to be selected from the school Media Center.

Encyclopedia Articles (1 or 2)

1.

2.

Periodical Articles (1 or 2)

1.

2.

Non-fiction Books (1 to 3)

1.

2.

3.

NAME _____ DATE _____

ABSOLUTE RULERS ON TRIAL

EVALUATION

(Sample Questions)

Answer T (true) if the statement is true.
Answer F (false) if the statement is not true.

_____ 1. Absolute rulers allow open elections in their nations.

_____ 2. Absolute rulers engage in large building projects, such as palaces, tombs, monuments, roads, etc.

_____ 3. Absolute rulers have wars or act in an unfriendly manner toward neighboring nations.

_____ 4. Absolute rulers avoid killing or hurting their own citizens.

_____ 5. Absolute rulers build in their people feelings of accomplishment and strength.

_____ 6. The index of an encyclopedia gives cross-references for additional subjects.

_____ 7. There are three basic types of cards in the card catalog.

_____ 8. To find information in reference books, scan the shelves to find the necessary subject.

_____ 9. Current Biography is a primary source for finding articles on deceased persons.

_____ 10. To find an article in a periodical, consult the Readers' Guide to Periodical Literature.

ABSOLUTE RULERS ON TRIAL

TEACHER EVALUATION OF PROJECT

STUDENT:

PERIOD:

DATE:

I. Personal Characteristics

A. Emotional control

B. Diction

C. Appearance

II. Content Information

A. Characteristics of ruler

B. Defense of questions

C. General subject matter

III. Teacher Comments

STUDENT EVALUATION OF STUDENT PROJECT

STUDENT:

PERIOD:

DATE:

Rank the presentations by circling the appropriate responses.

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

A. Emotional control

1 2 3 4 5

B. Diction

1 2 3 4 5

C. Appearance

1 2 3 4 5

D. Characteristics of ruler

1 2 3 4 5

E. Defense of questions

1 2 3 4 5

F. General subject matter

1 2 3 4 5

15/mjk

PROJECT EVALUATION

Answer the following questions to the best of your ability. Your responses will help determine the future of this project. Do not sign your name on this evaluation.

1. Were your library skills sufficient to complete your assignment?

2. If your answer was "no" to the above question, describe your weaknesses. If your answer was "yes" list skills that helped you most.

3. Which experience did you consider most valuable during this project?

4. Were you successful in following the instructions for your part of the project?

5. Did you feel free to ask questions from the teacher or librarian?

6. Did your teacher and/or the librarian give you additional help when needed?

7. Did history come to life for you through this project?

8. Has your interest in biographies increased or decreased as a result of this project?

9. Because of your experience in this project would you recommend this type of activity for other students?

10. What is your reaction to the project as a whole?

SUGGESTED STUDENT READINGS

Emmerich Manual High School

Peter I, The Great, Emperor of Russia, 1672-1725

* See Mr. Krueger for materials starred.

Books

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PETER THE GREAT
Emperor of Russia
June 9, 1672 - Feb. 8, 1725

From Jakob Staehlin von Storksburg,
Original Anecdotes of Peter the Great

New York, Arno Press & The New York Times, 1970.

(Originally published in Edinburgh, III., 1788.)

Peter forges with his own hands a quantity of iron in bar.

PETER the Great, desirous of forming useful establishments in his dominions, and of encouraging those already existing, visited the different workshops and manufactories with much assiduity. Among others that he visited frequently, were the forges of Muller at Istia, on the road to Kalouga, at ninety werfts distance from Moscow. He once passed a whole month there, during which time, he drank chalybeate waters; and after having given due attention to the affairs of the state, which he never neglected, he amused himself not only with seeing and examining every thing in the most minute manner, but also with putting his hand to the work, and learning the business of a blacksmith. He succeeded so well, that one of the last days of this excursion he forged alone eighteen poods of iron (the pood is equal to forty pounds) and put his own particular mark on each bar. The boyars and other noble-

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noblemen of his suite were obliged to blow the bellows, to stir the fire, to carry coals, and perform all the other offices of journeymen blacksmiths.

Some days after, on his return to Moscow, he went to see Verner Muller, bestowed great praise on his establishment, and asked him how much he gave per pood for iron in bar, furnished by a master blacksmith. 'Three copecks 'or an altin,' answered Muller. 'Well then,' said the Czar, 'I have earned eighteen altins, 'and am come to be paid.' Muller immediately opened his bureau, took out eighteen ducats, and counting them before the prince, 'It is the least,' said he, 'that can be given 'to such a workman as Your Majesty.' But the Emperor refused them: 'Take again your 'ducats,' said he, 'and pay me the usual price; 'I have worked no better than another black-'smith; and this will serve to buy me a pair 'of shoes, of which I am in great want.' At the same time His Majesty showed him those he wore, which had already been soled, and stood in need of another repair. He took the eighteen altins, went directly to a shop,

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ADOLF HITLER
German dictator
April 20, 1889 - April 30, 1945

INTERNATIONAL PORTRAIT GALLERY

t governed successfully through
ns, important as it was for Hitler's
the police forces throughout the
. something more was needed to
order. Thus "something more" was
atisfy the average German worker
e "New Order" had to be neutral-
begin. Since the trade unions had
orting German Social Democracy
zis had seen fit to dissolve them
rich. Deprived of his trade unions,
ht to strike, the laborer was also
ove from one job to another.
ank through high income taxes, as
s to sickness, unemployment, and
his fashion by numerous controls
tly above the subsistence level,
their minds diverted from their
situations. This was done for the
on called Strength Through Joy.
ss than regimenting a worker's
s moments of respite from toil at
rganizers of the scheme once
e attention of the masses from
. . . to feed the souls of men
he construction and inner work-
to "feed the souls of men" is
following essay.

MICHAEL A. MERRITT

from
Nazism and the Common Man
ed. by Otis C. Mitchell
Hinsdale, Dryden Press Co., 1972

Strength Through Joy: Regimented Leisure in Nazi Germany

Students of history are constantly troubled by the problem of how Hitler managed to win the confidence of so many ordinary Germans after 1933 when, in the view of most contemporaries outside Germany and many historians later on, his regime was essentially negative in character. One obvious answer is that, contrary to the opinions of pundits like those just mentioned, Hitler's state must have had about it a definite aura of positivism which greatly influenced the average German. Those contemporaries and later evaluators who thought it wholly negative were judging it in terms of an anti-Fascist bias and the fact that World War II had been launched by Hitler's minions. Before the outbreak of fighting in 1939, however, the average man in Germany had little notion that war would spring from Hitlerian policies. For the working man, job security no doubt played a large part in the establishment of a positive attitude toward Hitler's "New Order" as the *Führer* was able to provide, through a massive program of public works, considerable additional employment not previously available in the days of the Weimar Republic. Moreover, the rearmament of Germany also opened the

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FIDEL CASTRO
Premier of Cuba
Aug. 13, 1926 –

from U.S. in Exile: A Portrait of the Cuban Community
Wakefield, Frank and Jones, Kirby
Rand McNally, Chicago, 1975 pp 216-242

Cuba: The Revolution in Place

Some chiefs of state—even some dictators—are rarely seen in public, and are rarely seen to take an active part in the day-to-day decision making that is involved in the art of government. A problem in Cuba is that Fidel Castro may be seen too often, and that he not only knows about the daily decisions of government, but that he seems to make almost all of them.

But before we get into a discussion of the commanding role played by this one man in Cuba, perhaps it might be best to give some background on what you are going to read in this chapter. For a total of almost six weeks on three separate trips—which would not be enough time to learn everything, but which can be enough time to learn a lot—we traveled through Cuba and visited every major city. We saw whatever

we wanted to see and talked with whomever we wanted to talk, and formed a number of impressions. They are not presented from the vantage point of economists or sociologists, nor do they pretend to be an expert summary of all that is happening in a very complex country which combines modern revolutionary development with an ancient colonial heritage. What follows is simply what we saw and the conclusions we drew.

Neither of us had been to Cuba before—not even before the Revolution—but we had both read a great deal of pro-Castro and anti-Castro literature, we had both traveled extensively in other countries in Latin America—and not as tourists but with the Peace Corps. We felt and still feel competent to make judgments and comparisons—not as competent, perhaps, as some who have acquired more expertise in technical areas, or as those who have been in Cuba more often and longer, but competent nonetheless.

To return to the question of Castro's command of the scene: as our interview indicates, he almost seems to know everything that is happening on the island and to have a suggested plan of action for it.

He does know, for example, and is prepared to discuss with a casual foreign visitor or a project engineer the annual construction rate of schools, housing, factories, and hospitals. He knows the number built and being built, their scheduled dates for conclusion, and the building plans projected for the next five to ten years. He knows the number of students at each level of the educational process, is familiar with the curriculum, knows how many graduated from one class to the next last year, how many will graduate this year and in 1980, and 1985. He knows the standards for promotion from one school to the next and what they will be in the future.

He knows the monthly water temperatures at the fishing

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Units of Study Designed for the Learning Disabled Student in Eighth Grade U.S. History

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N.E.H. Workshop
"Libraries, Librarians, and Secondary School Teachers"

Ball State University, Muncie, Ind.
Summer 1981

Units of Study Designed for the Learning Disabled Student in Eighth Grade U.S. History

I. The Problem

World War I starded in 1914 ended 1918. We wher Fighting Bermany. the weason it was starded they shot the duck. we was not in the war at fist until germny starded sinking our ships, they wher not even armed

The original title for our project proposal was taken from the above paragraph written by a learning disabled (LD) student. The example illustrates some of the special learning problems encountered by the teacher working with LD students: misspellings; handwriting that is not legible; and test answers that do not make sense.

The student with a disability in reading or writing or both is restricted in a classroom where reading is used as the primary medium for presenting subject content. This student is limited largely to a skills-building role on his reading level and is not necessarily allowed to comprehend material at his intellectual and interest level. The LD

student has a very real need to know all those things other students know from being able to read for themselves and he needs opportunities for successful learning experiences.

Unfortunately, frustration, hyperactivity, or a short attention span may cause the LD student to become disruptive in class. If the LD student is assigned to a regular class and to a teacher who is not willing to alter teaching methods and reading requirements, he will continue as a non-achiever.

Although sequential instruction, individualized instruction, and programmed materials are discussed in much of the recent literature as procedures for presenting learning activities to LD students, these methods are more appropriate for use by the LD teacher in the resource room. Our need to teach subject content, specifically history, to eighth grade LD students is better served by a nonreading parallel alternate curriculum which uses a variety of communication vehicles. An article by Wiseman and Hartwell[1] states that reading is just one mode to learning and that watching and listening are also effective ways of allowing students to learn information at their own intellectual level. In the following pages we will explain the vehicles we have prepared or located to teach U.S. history to learning disabled students in a way they can best learn.

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[1]D.E. Wiseman and L.K.M. Hartwell, "Poor Reader in Secondary Schools: An Alternative Curriculum," Academic Therapy 15 (may 1980): 615.

II. The Solution

We developed and selected materials to be used with approximately 15 eighth grade LD students in their U.S. history class to be taught by a history teacher. All of the materials are designed to be presented orally as well as in written form. The subject content in the units of study includes discovery and exploration of the United States and North America through the Civil War. Special attention was given to follow the Anderson Middle Schools' Curriculum Guide for Social Studies to permit the LD student to learn established secondary curriculum content.

We decided not to use our school system's adopted eighth grade history textbook, but selected an alternate textbook from Category 20 on the Indiana social studies textbook adoption list. We will use Jay Glanzrock's Adventures in American History (Silver Burdett, 1979) in the LD history class. We were able to locate an out-of-print workbook to accompany the text which will emphasize developmental skills, such as sequencing events; comprehending main ideas; vocabulary; and understanding concepts. Although we have not received a reply from the publisher granting permission to copy the workbook, we included several pages from the workbook in our sample project.

We developed student worksheets for each chapter which will review and emphasize all of the main points from the discussion of the chapter. The LD student will complete each worksheet with the class and the teacher to insure that answers to questions are correct. The worksheet may be

taken home to study and drill for tests.

Exercises to improve map reading skills are included with those worksheets for chapters in which map studies are important to the subject content of the chapter. We made student maps with corresponding teacher transparencies to help students learn geographic concepts as listed in our instructional objectives. (See the sample project.) We prepared map tests to follow each map study and have constructed a United States map relay game. (Refer to the sample project for the description and rules.)

The Team designed tests to evaluate student comprehension of the material to be discussed in each chapter and recorded each test on a cassette tape to be used by the student who is absent on the day the test is given in class. In considering the reading and writing problems of the LD student, we developed multiple choice questions and answers; short matching questions; and some short answer questions for which the spelling of any answer usually will appear in other places on the test.

We compiled lists of available audio visual materials for each chapter and listed the enrichment sources to supplement the chapters. We also located in various other history texts related primary source material which the teacher can use in presenting subject content to the LD class. We reproduced word puzzles or word searches for each chapter and prepared word lists to accompany the puzzles. (See the sample project.)

Visual experiences will be basic to our alternate

approach to reading for information gathering. We produced "Faces and Places" which is a slide set of prominent world and national figures; places in the United States to recognize; and events to know. The slides will be used for introduction, review, and quizzing. In addition, we developed "Discovery Pit", a card game which emphasizes facts about explorers of North America. The game will be used for a unit review after each exploration set of cards is introduced to the students as the teacher discusses the particular explorer in class. (Refer to the sample project.)

From various sources of free historical material we will be receiving pamphlets, brochures, filmstrips, learning packets, and sheet copies of historical documents to share with the students. We are planning to help each LD student frame an historical document by using the passe partout method.

The parallel alternate curriculum that we have described in our solution to the problem of teaching subject content to LD students includes oral presentation of the textbook, workbook, worksheets, and tests, as well as the use of films, tapes, filmstrips, and games. To improve and evaluate the effectiveness of these materials developed for our curriculum we selected several techniques for collecting information we will need to evaluate our project.

III. The Evaluation

Multiple choice or short answer chapter tests will evaluate whether the student has an 80 percent mastery of

the course content. All tests will be read by the teacher and students will be given the opportunity to respond orally to short answer questions. The map tests will require the student to write only the number of a place from the map beside the appropriate name of the place on an answer sheet. The test scores will account for 50 percent of a student's grade at the end of six weeks.

The student's developmental skills will be evaluated by grading the student workbook exercises for each chapter. Thirty percent of the student's grade will depend on his ability to complete each workbook assignment at an 80 percent level of competence. Approximately ten percent of the student's grade will be determined by his completing the worksheet for each chapter.

The map relay game and "Discovery Pit" are designed to improve and test student skills. Classroom observation will evaluate the level of student competency acquired in playing the games. Furthermore, classroom observation will be used to evaluate other student performances, such as the frequency with which the LD student answers questions correctly; the degree of independent thinking he uses in class discussion; and his ability to retell a story. Observations of feedback from students about their experiences can help evaluate whether the LD student is relating subject content to his world outside the history classroom.

Two other means of evaluation will account for ten percent of the student's grade. A notebook of terms and definitions and class assignments will be required for every

LD student. The notebook will be evaluated for its organization as outlined by the teacher. The slide set "Faces and Places" will be used with a short matching quiz to evaluate the LD student's ability to identify people and their positions, places, and events.

The use of reinforcement and reward is an essential ingredient in maintaining a student's interest in instruction once it has been aroused. We developed a variety of curriculum related activities and a multidimensional evaluation to arouse an interest in the LD student to learn history. We plan to maintain his interest by implementing the "Bucs" incentive program allowing the LD student to accumulate "Bucs" earned by his successes and using these "Bucs" to purchase items of his choice. (Refer to the sample project.)

Finally, we are preparing an attitude measurement instrument we can use with the LD student after he completes one semester of work in this nonreading history class. Each LD student in the class will be interviewed individually by a member of The Team and asked to respond to questions designed to evaluate whether he enjoys learning history when it is taught using the alternative approach we have outlined.

U.S. History and the Learning Disabled Student

A Selected Bibliography for Teachers

The literature relating to learning disabilities (LD) does not generally treat classroom teaching techniques for basic subjects other than mathematics and language arts. However, the materials listed in this bibliography are the sources we found helpful in formulating methods to teach history to our LD population and in completing student exercises and activities.

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SAMPLE PROJECT

Goals of Unit of Study

1. To expect 80 percent mastery of the subject content in completing workbook assignments and in testing.
2. To motivate the learning disabled (LD) student to learn.
3. To teach skills development in the areas of vocabulary, comprehension of concepts, and sequencing of events.
4. To provide an enjoyable learning environment and help the LD students understand that knowledge enriches their lives.

Instructional Objectives

Students will be able to:

1. Develop the following map skills:
   a. designate directions on a map;
   b. differentiate among city, state, and country;
   c. identify the location of each of the 50 United States;
   d. identify major cities of the U.S. and the world;
   e. label the continents and oceans;
   f. use a raised relief map to find land formations;
   g. name and locate major rivers of the U.S.;
   h. relate information on a map in the textbook to a wall map and vice versa;
   i. identify the countries, capitals, and languages.

of North America.

2. Identify the time period in history from pictures of events, modes of transportation, and costume.
3. Identify selected historical people and prominent modern world figures from pictures and facts related to their lives.
4. Relate knowledge of historical events in interpreting events happening in the world today.
5. Define and use words and phrases discussed in class.
6. Develop an understanding of political parties, elections, and the legislative process and how it affects the student's life.
7. Organize class materials and assignments.

14-PT

*SAMPLE WORKSHEET - CHAPTER 2

Name_____

1. America was named after a man named _____.
2. Why was America named after him and not Columbus?_____
_____.
3. The first European to see the Pacific Ocean was_____.
4. He had to cross _____to get to the Pacific and he claimed it for _____.
5. Part of the crew of _____was the first to sail all the way around the world.
6. Magellan found a passage near the tip of South America which we call today the _____.
7. Magellan's voyage was important because _____
_____.
8. The first Indians came to America from _____.
When?_____How?_____.
9. The Spanish found gold in large quantities in _____
and _____.
10. How did the Spanish treat the Indians?_____
_____
11. _____ was the Spaniard who conquered Mexico.
12. Give the name of the Indians who lived in the following places:
(A) Hispaniola and Cuba_____,
(B) Puerto Rico _____,
(C) Yucatan (Mexico) _____,
(D) Mexico (Central) _____.
13. Locate Cuba_____.
14. Locate Mexico_____.
15. _____was the Emperor of the Aztecs.
16. Why was Cortez and his men at first treated so well by the Aztecs?
_____.
17. How was Cortes able to defeat so many Aztecs with such a small army?
_____.
18. Locate Peru_____.
19. The _____were the Indians who lived in Peru.

*This is the first of two pages to illustrate the review purpose of the worksheet.

*Sample

MAP STUDY

USE THE MAP ON PAGE 29 TO ANSWER THE FOLLOWING QUESTIONS:

WRITE THE NAME OF THE PLACE THAT THE NUMBER ON THE MAP STANDS FOR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. WHICH LINE SHOWS COLUMBUS' VOYAGE? _____
9. WHICH GROUP OF ISLANDS DID COLUMBUS THINK HE HAD FOUND? _____
10. WHICH GROUP OF ISLANDS DID HE ACTUALLY FIND? _____
11. WHICH LINE SHOWS VESPUCCI'S VOYAGE? _____
12. WHAT DID HE SAY ABOUT THE LAND HE HAD SEEN? _____
13. WHAT NAME WAS GIVEN TO THE LAND VESPUCCI FOUND? _____

USE THE MAP ON PAGE 19 TO ANSWER THE FOLLOWING:

1. THE FIRST PEOPLE IN AMERICA CAME FROM _____.
2. THE BERING STRAIT IS BETWEEN _____ AND _____.
3. AFTER THE INDIANS CROSSED THE BERING STRAIT TO ALASKA, THE MAIN DIRECTION THEY TRAVELED WAS _____.
4. GIVE THE DIRECTION FOR EACH OF THE ARROWS:

_____ _____ _____ _____

USE THE MAP ON PAGE 28 FOR THE FOLLOWING DIRECTIONS:

1. COLORADO TO WYOMING
2. COLORADO TO NEBRASKA
3. COLORADO TO UTAH
4. COLORADO TO ARIZONA
5. WYOMING TO UTAH
6. WYOMING TO COLORADO
7. WYOMING TO NORTH DAKOTA

*Map skills worksheet

SAMPLE - Workbook exercises

REVIEW OF CHAPTER 2

1. CHAPTER VOCABULARY *vocabulary skill

Draw a line under the correct meaning for each word.

conquer 1. to lose—to attack—to win

emperor 2. any king—a king who rules many nations—a weak king

empire 3. different nations controlled by one nation—a large nation—any place in South America

human sacrifice 4. having a religion—killing people for the gods—being very civilized

Spaniards 5. Spanish words—Spanish ships—Spanish people

to translate 6. to put words into another language—to speak an Indian language—to understand many languages

treasure 7. steel swords—spears, bows and arrows—gold, silver, and jewels

wrecked 8. unhappy—broken—a ship

2. USING WORDS

Complete these sentences by writing the correct words in the blanks. Use the words from the Chapter Vocabulary.

1. Montezuma was the _____ of the Aztecs.
2. The Aztecs believed that _____ would make the sun shine and the corn grow.
3. The Inca _____ was spread over two thousand miles. (Capitalize the word.)
4. After Atahualpa was killed, it was easy for the Spaniards to _____ the Incas.
5. Balboa, Cortes, and Pizarro were all _____.
6. The _____ that Spanish ships carried from Mexico and Peru made Spain the richest nation in Europe.
7. Many sailing ships were _____ by storms.
8. Could you _____ this page into Spanish?

3. SPAIN IN THE NEW WORLD *main idea

After each name, there are three statements. Two of them are correct and one is wrong. Put a check (✓) next to the correct statements and an × next to the wrong one. The first group has been done.

1. Amerigo Vespucci
a. ✓ explored the coast of South America
b. × was the first person to cross the Atlantic
c. ✓ America was named for him.

2. Vasco de Balboa
a. ___ crossed Panama
b. ___ discovered the Pacific Ocean
c. ___ conquered the Aztec Empire

From: N. Glanzrock, Adventures in American History. Exercise manual.

3. Ferdinand Magellan
a. ____ sailed west across the Pacific Ocean
b. ____ returned to Spain after his voyage
c. ____ started the first voyage around the world

4. The Caribs
a. ____ lived on Puerto Rico and other islands
b. ____ gave the Spanish gifts
c. ____ The Caribbean Sea is named for them.

5. Hernando Cortes
a. ____ conquered the Aztecs
b. ____ was killed by the Aztecs
c. ____ had guns and cannons for his army

6. The Mayas
a. ____ were a civilized people
b. ____ lived in the Yucatán peninsula, east of Mexico
c. ____ lived in Peru

7. The Aztecs
a. ____ lived in the center of Mexico
b. ____ had steel armor and guns
c. ____ were a civilized people

8. Tenochtitlán
a. ____ was the city of the Incas
b. ____ was the city of the Aztecs
c. ____ is now Mexico City

9. Montezuma
a. ____ was the emperor of the Aztecs
b. ____ told Cortes to come into Mexico
c. ____ thought the Spaniards might be gods

10. The Incas
a. ____ lived in Panama
b. ____ had gold and silver the Spanish wanted
c. ____ lived in Peru

11. Francisco Pizarro
a. ____ freed the Inca emperor
b. ____ tricked the Inca emperor
c. ____ conquered the Inca Empire

12. Coronado and De Soto
a. ____ were looking for seven golden cities
b. ____ explored part of the United States
c. ____ conquered an Indian empire

4. THE SPANISH EMPIRE *Understanding concepts

Answer the following questions.

1. Which is usually larger—a nation or an empire? _____

2. How does a nation make an empire? Check the answer.
a. ____ by trading with other nations
b. ____ by conquering other nations
c. ____ by exploring new lands

3. Why was it easy for the Spanish to conquer the Indian nations? Check the answer.
a. ____ They had bigger armies.
b. ____ They were much better fighters.
c. ____ They had horses, guns, and cannons.

4. Which places were in the Spanish Empire? Check four answers.
a. ____ most of South America
b. ____ Central America
c. ____ China
d. ____ Mexico
e. ____ the Middle East
f. ____ part of the lands now in the United States

5. What did Spain get from its empire? Check three answers.
a. ____ treasure
b. ____ sea captains
c. ____ land
d. ____ slaves
e. ____ merchants

5. VOYAGES AND DISCOVERIES *Sequencing of events

1. Which place was discovered first? second? third? Write the names in order.

Mexico
Puerto Rico
Peru

1st _____
2nd _____
3rd _____

2. Which body of water was sailed across first? second? third? Write the names in order.

Pacific Ocean
Atlantic Ocean
Strait of Magellan

1st _____
2nd _____
3rd _____

3. Which of the men listed in each pair below arrived first in the New World? Which arrived second? For each pair, write the names in order.

a. *Vespucci*
Columbus
1st _____
2nd _____

b. *Balboa*
Magellan
1st _____
2nd _____

c. *Pizarro*
Balboa
1st _____
2nd _____

6. ASIA, OR THE NEW WORLD?

Some of these places are in *Asia* (or near Asia) and some are in the *New World*. Write each one in the correct column in the chart.

China
South America
Central America
Japan
East Indies
West Indies
India
Mexico
Peru
Philippines
Panama

ASIA	THE NEW WORLD

220

7. IMPORTANT PEOPLE

Here is a list of people you have learned about so far. Which ones did you learn about in Chapter 1? in Chapter 2? Write each name in the correct column in the chart.

Prince Henry	*Balboa*	*Magellan*	*Toscanelli*	*Cortes*
Vespucci	*Dias*	*Da Gama*	*Queen Isabella*	*Coronado*

CHAPTER 1 COLUMBUS FINDS A NEW WORLD	CHAPTER 2 SPAIN IN THE NEW WORLD

SAMPLE

18-PT
TEST-CHAPTER 14

204

1. The Louisiana territory is located between
   a) the Mississippi River and the Appalachian Mountains
   b) the Mississippi River and the Rocky Mountains
   c) the Rocky Mountains and the Pacific Ocean.

2. The U.S. bought the Louisiana territory because of its need for
   a) oil
   b) more and better farm land
   c) the Mississippi River

3. The U.S. bought Louisiana from
   a) England
   b) Spain
   c) France

4. The U.S. acquired an important seaport when we bought the Louisiana territory:
   a) Houston
   b) New Orleans
   c) Quebec

5. Jefferson sent
   a) Lewis and Clark
   b) Reger and Sutton
   c) Hamilton and Burr

6. The Indian guide who went on this expedition was
   a) Squanto
   b) Sacajawea
   c) Tecumseh

7. The port of New Orleans was very important to
   a) New England merchants
   b) western farmers
   c) the American Navy

8. Lewis and Clark followed these water routes through the Louisiana Territory, except the:
   a) Missouri River
   b) Mississippi River
   c) Columbia River

9. The explorations of Lewis and Clark are important because they
   a) made maps of the Louisiana territory
   b) opened the Southwest for settlement
   c) discovered gold

10. Texas won its war of independence from
   a) Mexico
   b) The U.S.
   c) California

COMPLETION

23. _____owned California, Texas and New Mexico

24. After winning its independence, _____became known as the "Lone Star Republic".

25. _____was a mission where 188 Texans were killed in their war for independence against Mexico.

*Sample of Chapter 14 test continued

SAMPLE The Thirteen Colonies

a. This student map is to be used with the map test.
b. Prior to testing students receive a similar map without numbers.

SAMPLE MAP TEST

1. Write the number shown on the map for the following colonies:

   (a) Georgia
   (b) Pennsylvania
   (c) New York
   (d) Massachusetts
   (e) Connecticut
   (f) New Hampshire
   (g) Rhode Island
   (h) New Jersey
   (i) Maryland
   (j) South Carolina
   (k) North Carolina
   (l) Delaware
   (m) Virginia

2. Number 14 on the map is _____. It was owned by _____.

3. What country owned or claimed the following: (Answer with Spain, England or France)

   (a) Mexico _____

   (b) Most of Canada _____

   (c) Quebec _____

   (d) Florida _____

   (e) Atlantic Coast 13 Colonies _____

   (f) Mississippi River _____

22-PT

SAMPLE TRANSPARANCY

THE ORIGINAL THIRTEEN STATES, 1783

FACES IN THE NEWS
QUIZ

Match the name of the picture on the slide to the names listed below. Use only a letter answer.

PART I

1. _____ a. Pope John Paul II
2. _____ b. Alexander Haig
3. _____ c. Tip O'Neill
4. _____ d. Prince Charles
5. _____ e. Francois Mitterrand

PART II

1. _____ a. Sandra O'Conner
2. _____ b. Nancy Reagan
3. _____ c. Margaret Thatcher
4. _____ d. Lady Diana
5. _____ e. Coretta King

PART III

1. _____ a. George Bush
2. _____ b. Anwar Sadat
3. _____ c. Menachem Begin
4. _____ d. Jose Lopez Portillo
5. _____ e. The Ayatollah Khomeini

PART IV

1. _____ a. Richard Lugar
2. _____ b. Bud Hillis
3. _____ c. Ted Kennedy
4. _____ d. Pierre Trudeau
5. _____ e. Tom McMahan

24-PT

SAMPLE OF SOURCE MATERIAL

USING SOURCE MATERIAL

In a letter to the king of Spain, Coronado wrote about what he found on his expedition to Quivira:

> It was the Lord's pleasure that, after having journeyed across these deserts seventy-seven days, I arrived at the province they call Quivira, to which the guides were conducting me, and where they had described to me houses of stone, with many stories; and not only are they not of stone, but of straw, but the people in them are as barbarous as all those whom I have seen and passed before this; they do not have cloaks, nor cotton of which to make these, but use the skins of the cattle they kill, which they tan, because they are settled among these on a very large river. They eat the raw flesh . . . they are enemies of one another, but are all of the same sort of people, and these at Quivira have the advantage in the houses they build and in planting corn. In this province of which the guides who brought me are natives, they received me peaceably, and although they told me when I set out for it that I could not succeed in seeing it all in two months, there are not more than 25 villages of straw houses there and in all the rest of the country that I saw and learned about, which gave their obedience to Your Majesty and placed themselves under your royal overlordship. . . .
>
> I remained twenty-five days in this province of Quivira, so as to see and explore the country and also to find out whether there was anything beyond which could be of service to Your Majesty, because the guides who had brought me had given me an account of other provinces beyond this. And what I am sure of is that there is not any gold nor any other metal in all that country, and the other things of which they had told me are nothing but little villages, and in many of these they do not plant anything and do not have any houses except of skins and sticks, and they wander around with the cows [buffalo]; so that the account they gave me was false, because they wanted to persuade me to go there with the whole force, believing that as the way was through such uninhabited deserts, and from the lack of water, they would get us where we and our horses would die of hunger. And the guides confessed this, and said they had done it by the advice and orders of the natives of these provinces.

Why do you think Coronado called the native people "barbarous"? Do you agree? Why or why not? Do you think the king was pleased with this report? Describe the king's probable reactions.

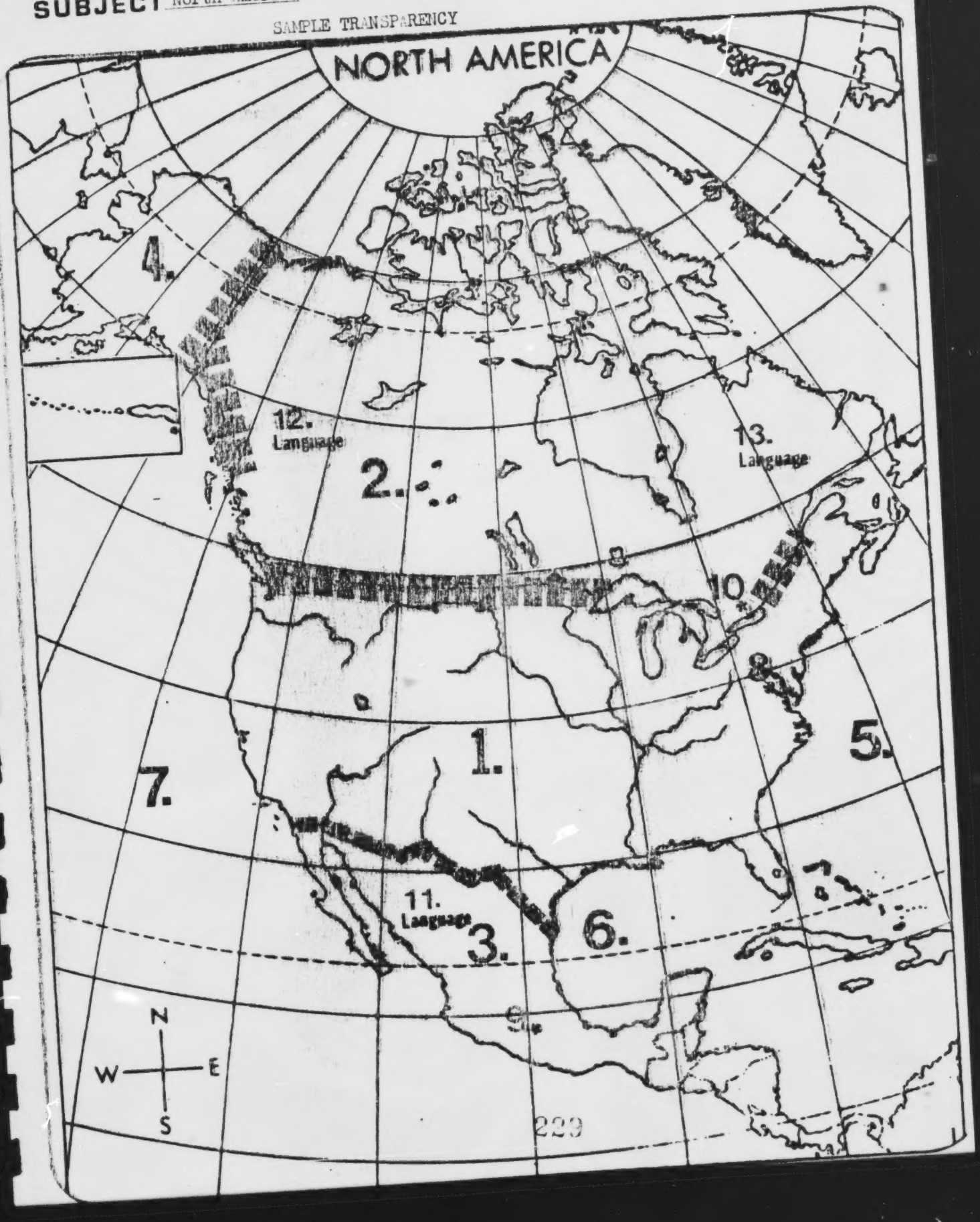
A sad return. After many months of fruitless wandering, Coronado headed back to Mexico. In 1542 he and a tattered band of followers—probably less than a hundred—finally reached Mexico City. They had found no gold. Coronado himself was broken in spirit and body, a far cry from the bold, confident conquistador who had set forth two years before in golden armor.

Coronado's troubles were not over. Ugly stories were told that he had mismanaged the expedition, and he was brought to trial. Though he was found not guilty, the trial did nothing to restore his standing. He died a few years later, a bitter and for-

VISUAL NO.

SUBJECT North America - countries, capitols, and languages

SAMPLE TRANSPARENCY

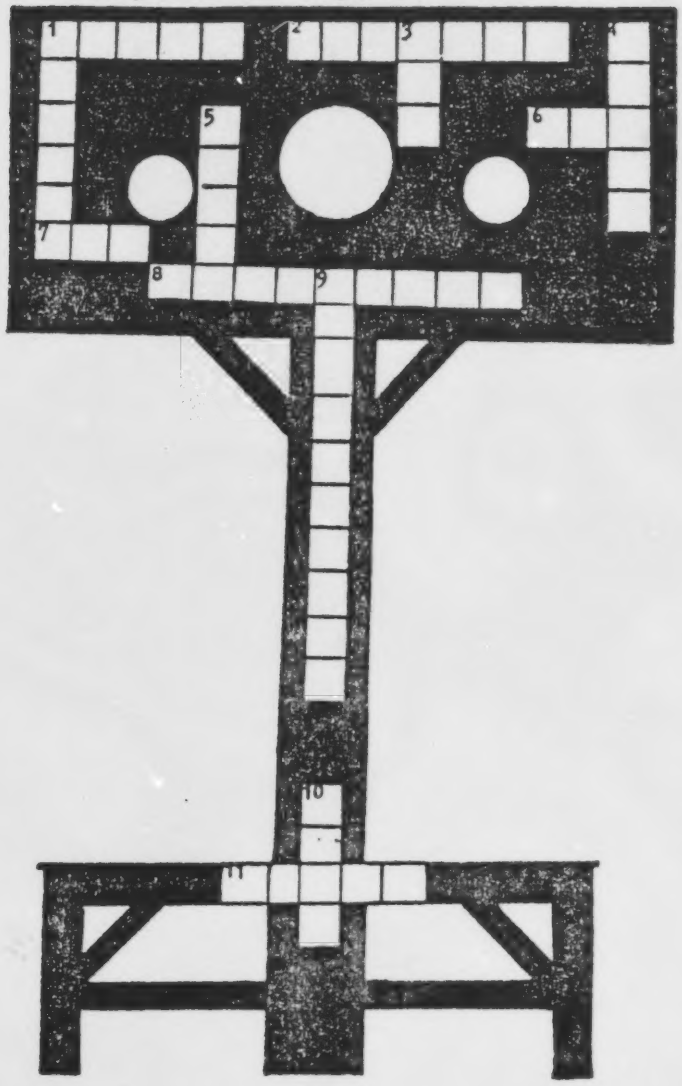


26-PT

SAMPLE

PUNISHMENT IN THE COLONIES

Word puzzle for Chapter 4



ACROSS

1. The ducking _____ was used for scolds.
2. Instrument of punishment with holes for head and hands
6. Many times a man who committed a serious crime had his ears _____ off.
7. It was considered a _____ to break the Sabbath.
8. _____ were often administered to those guilty of a crime.
11. A serious offense

DOWN

1. Wooden frame with holes to confine legs and hands of those guilty of a crime
3. Rule established by authority
4. A person supposed to harm others by means of magic
5. For major crimes a person might be sentenced to _____.
9. _____ in England was extremely harsh and often unfair.
10. Something wicked or sinful

From: J. Valleda, American History in Silhouette.

Word Search for Chapter 2

P O L O H R E X P L O R E R S E A S M E R N
L D C I A D I A T R L E B S P I C E S C T N
A E I E M Q P E R R P F A E A I L H C A T E
O S I R A U A A A N N P G E I B N K I U A A
T C S F M N Z T D O M R C A N Q Q D S N L R
N O I M E I S A E O S P I L O T N A I E A E
U V S C P R I N C E H E N R Y I M R T E C A
M E F A O M I N I E I L D N I A E S A B S S
I R Y P W O F C P E P N O R G O L D L D A T
F I A V E A K A S E S S H A I L O C Y O E I
A E T T R T H R B O C T D I A S D G F I C N
R S N H I N O T E I N E B I A H B C O I A O
E I I G O K L I R A R A O P A V R A V L D E
A C C S L F F E G E J H V H I Z N J L D E U
S N D H M A F R H X M P L I L F E E K B C X
T U S R E I N T A S O A O O G P G Y C N O E
H A D E E S C D I N G Y R N R A M Q S C L A
W A V L T I S A T T C T N U M V T W R X U Y
W Y C B R U T C B L N E B C Z A B I Z E M S
N O W E A L T H P O R T U G A L E E O F B O
R I E A O R D V C E T E T D E S C T P N U O
O U N V E R R A Z A N O N A S I U M A G S F

Balboa
Cabot
Cartier
China
Columbus
Compass
Control
Cook
Da Gama
Dias
Diaz
England
Eric the Red
Explorers
Far East
France
Gold
Hudson
India
Indies
Italy
Leif Ericson
Magellan
Navigation
Near East
Oceans
Pizarro
Polo
Portugal
Power
Prince Henry
Riches
Seas
Ships
Silks
Spain
Spices
Trade
Verrazano
Volta
Wealth

From: Scanagrams; Word Puzzles for World History.

DISCOVERY PIT

Object of Game:

The object of Discovery Pit is to match discoveries, events, and/or places with Magellan, Cortes, Pizarro, Columbus, The East, LaSalle, DeSoto, DeLeon, Ericson, Champlain, DaGama, Coronado, DeVaca, Aztecs, Cartier, Marquette and Joliet, and Balboa by trading cards with other players.

Playing the Game:

Discovery Pit can be played by seven or eight players. There are four cards in each set. If seven play, use only 14 complete sets and if eight play, use the complete deck.

To play, place the trading bell in the center of the table and select one player to shuffle the deck and deal all the cards appropriate for the number playing. The dealer should allow the players 15 seconds to sort their cards and decide which explorer's places and discoveries to collect.

When the cards have been sorted, the dealer strikes the bell and "exploration" begins. Any player may trade cards with other players. To trade, the player takes from his hand one to three cards, holds the card(s) out so the face of the card does not show and calls out, "Trade one! one! one! one! or two! two! two! two!, etc." depending on the number of cards being traded.

If a player wishes to exchange a card(s) with another player, he must call in return, "One! one! one! one!, etc." and trade an equal number of cards with that player.

"Exploration" continues until one player discovers all of the related cards in two exploration sets and calls out "Pizarro! and Coronado!" (or whatever the combination) and rings the bell. The player then scores the amount marked on the explorers' face cards. When a "discovery" is made, all the cards are reshuffled and dealt by the last winner and another game is played. The player reaching 200 points first wins.

Amerigo Vespucci and Brule

Players should note the values and penalties attached to Vespucci and Brule. If a player holds the Vespucci or the Brule card when another player makes his discoveries that player loses 20 points from his score. If he has both cards he is penalized 40 points.

Don't forget it is dangerous to hold onto the Brule card. Pass it on to another player as soon as possible.

If a player holds the Amerigo Vespucci card, he can make his discovery with only three other cards of a set. If the player who wins gets all four cards in each of two exploration sets plus the Vespucci card, he may add 20 points to his score.

Columbus

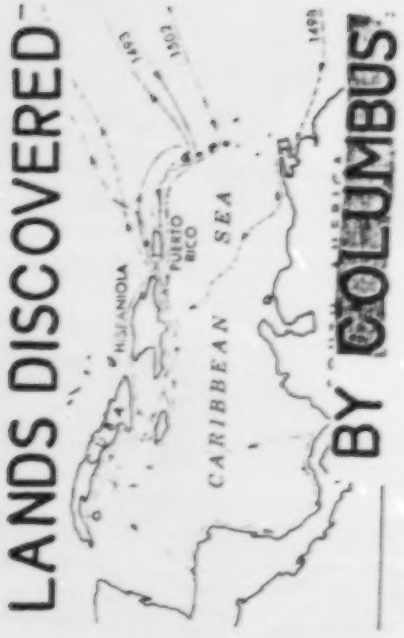
If the winning player holds both of the Columbus exploration sets his score is doubled.

SAMPLE

30-PT

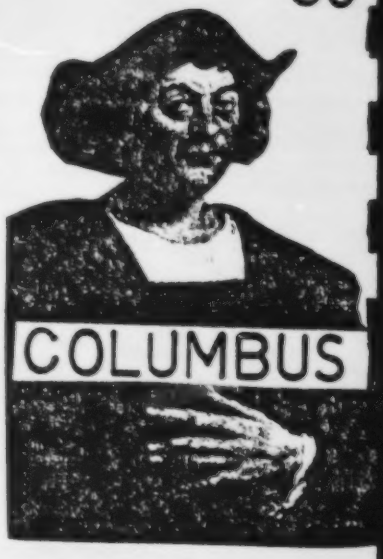
"DISCOVERY PIT"

Exploration sets from the card game



Columbus

Columbus



Columbus

Aztecs

Aztecs

Columbus

S.MPLE

"DISCOVERY PIT" continued

DEFEATED BY CORTES

Aztecs

Aztecs

EATEN BY INDIANS

Penalty card

VESPUCCI

Free card

U.S. MAP RELAY

or

Every place you've always wanted to go,
but didn't know how to get there

Explanation of Game Board

The game board is a portable 4'X8' bulletin board on which an outline map of the states of the United States (including Alaska and Hawaii) has been painted. Holes have been drilled in each state outline and on the sites of major cities, rivers and the Great Lakes. Cards used in the game have the names of the states, cities, rivers and lakes that are drawn or marked on the map. The cards for the rivers and lakes have been color coded in yellow, states in pink, and cities in green.

Object of the Game

The class is divided into two relay teams; each team being given half the cards. Each player will receive five golf tees before the relay begins. At the sound of the bell, the first player on each team draws five cards each. Then they must locate and place a golf tee on the board for each card drawn within 30 seconds. At the end of 30 seconds the bell is sounded. If all five cards have not been used, the player must give the unused cards to the next player on his team. This player, then, must draw from the deck to make five cards in his hand. Each player must have five cards as he begins his turn. This continues until one team has used all its cards. The team who finishes first receives 50 points. The cards are shuffled, divided again into two decks and play is continued until 200 points are reached or another designated number of points.

SAMPLE

ENRICHMENT

CHAPTER 14 -

* BASIC HISTORY OF AMERICA ILLUSTRATED

VOLUME IV AMERICANS MOVE WESTWARD PAGES 6 - 25
PAGES 25 - 46
PAGES 46 - 59

VOLUME V BEFORE THE CIVIL WAR

TEXAS WAR WITH MEXICO PAGES 6 - 18
MORMONS SETTLE UTAH PAGES 19 - 28
WAR WITH MEXICO PAGES 29 - 30

AMERICAN ADVENTURES PROGRAM

VOLUME 1 A NATION CONCEIVED AND DEDICATED
PAGES 121 - 129

*Students will use wireless headsets to listen to the tapes which accompany these illustrated books.

AVAILABLE AUDIO-VISUAL MATERIALS

CHAPTER 2 - SPANISH EXPLORATIONS

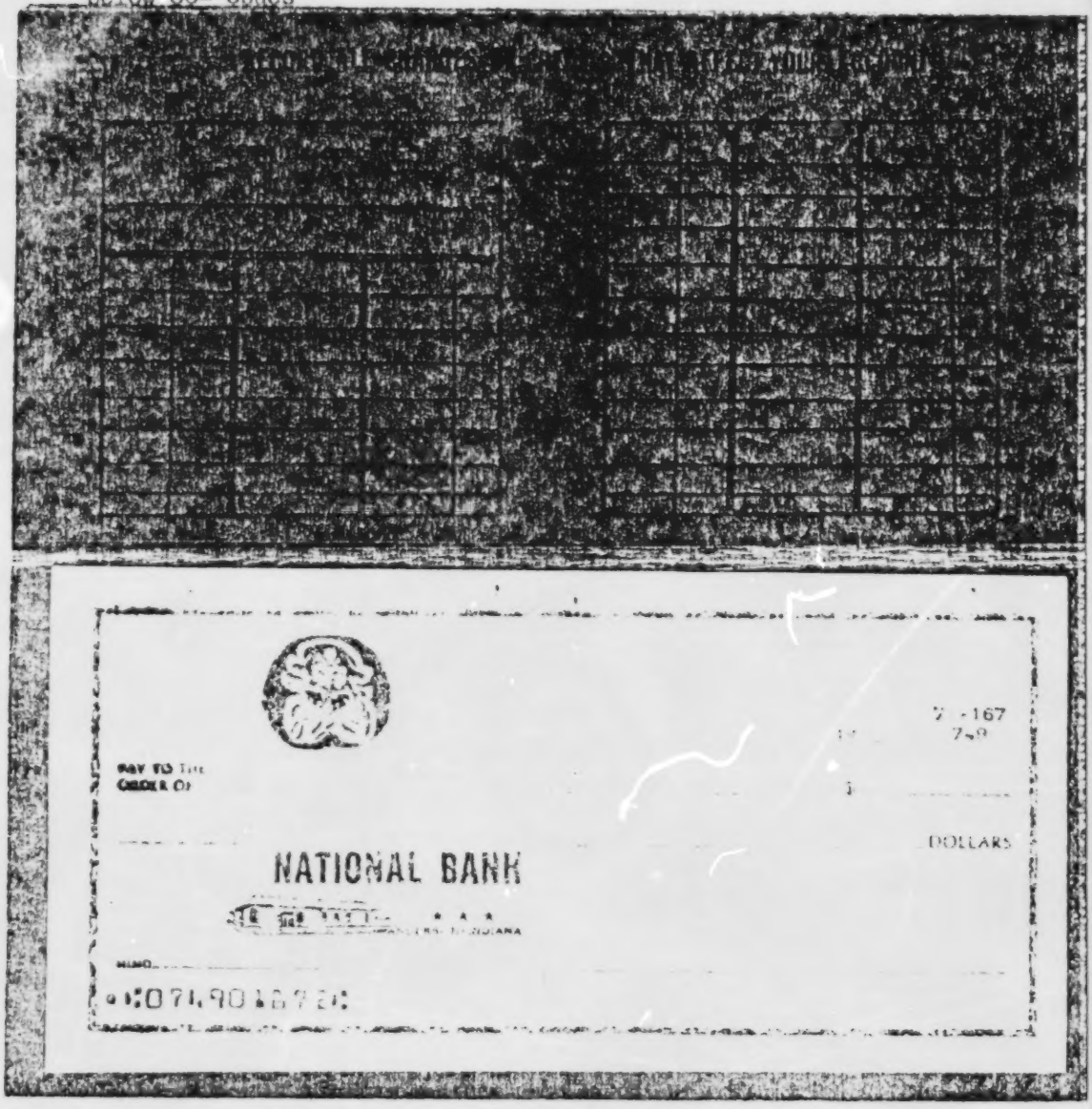
1. CORTES AND THE LEGEND 2 REELS (52 C) ERRC
2. INDIAN INFLUENCES IN THE U.S. (11 C) ERRC
3. WOODLAND INDIANS (11 C) ERRC
4. THE NAVAJOS - CHILDREN OF THE GODS (20 C) PUBLIC LIBRARY
5. TALKING HANDS (20 C) PUBLIC LIBRARY
6. NORTH AMERICAN INDIAN LEGENDS (21 C) ERRC
7. BOY OF THE NAVAJO (11 C) ERRC
8. INDIAN BOY OF THE SOUTHWEST (15 C) ERRC
9. NAVAJO COUNTRY (10 C) ERRC
10. SPANISH COLONIAL FAMILY OF THE SOUTHWEST (14 C) ERRC
11. VIVA, THE VALIANT FORT (ST. AUGUSTINE) (22 B&W) PUBLIC LIBRARY
12. AN INTRODUCTION TO THE INDIANS OF AMERICA (STRIP SET - SOUND) SSMS
    (A) INDIANS OF THE SOUTHWEST
    (B) WOODLAND INDIANS
13. MIDDLE AMERICA BEFORE CORTES (SOUND STRIP) SSMS
14. SOUTH AMERICA BEFORE PIZARRO (SOUND STRIP) SSMS
15. THE FIRST EUROPEANS IN THE AMERICAS (SOUND STRIP) SSMS
16. THE RECENT PAST (SOUND STRIP) SSMS

SIMPLE BUC$ BOOKS

Explanation: Each student is given a check book we call "BUC$ BOOKS". (Our school mascot is the Buccaneer.) A deposit is made in their book each week according to the following:

Test scores: 100=10bucs
90-99= 8bucs
80-89= 6bucs
70-79= 4bucs
60-69= 2bucs
below 60= 0bucs

Worksheet completed = 5 bucs
Being in seat with book, notebook, pencil, and ready to work at bell time = 1 buc



Prizes can be bought when a student has accumulated enough bucs to buy the prize he wants. Exchange rate: 10 bucs to $1.00 value.
(Prizes can be donated by local businesses, civic organizations, etc.)

ATTITUDE MEASUREMENT

	ALWAYS	ALMOST ALWAYS	SOMETIMES	SELDOM	NEVER
THE TEACHER					
1. My teacher gives directions that are easy to understand					
2. My teacher does everything possible to help me learn.					
3. My teacher listens to and understands what I am saying.					
THE COURSE					
1. This course is fun for me.					
2. I would like to take another class taught like this class.					
TESTS AND ASSIGNMENTS					
1. The tests do not allow me to show how much I know.					
2. I would like to have homework in this course.					
MEDIA & GAMES					
1. The films & filmstrips are a waste of time.					
2. The Card and Map Games make learning easier.					

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONG DISAGR
SELF RATING					
1. I like history better than I did when school started this year.					
2. I am more interested in current events because of this class.					

America's Industrialization:
The Gilded Age (1876-1910)
(A Social Studies/Language Arts Research Report)

Rebecca Replogle/Joy R. VonBlon
Heritage Middle School
Middlebury, Indiana

"Libraries, Librarians, and Secondary School Teachers"
N.E.H. Workshop
Ball State University
Muncie, Indiana
Summer 1981

THE NEED FOR THE PROJECT

During the 1980-81 school year the Language Arts and Social Studies staffs attempted an interdisciplinary research unit for eighth grade American History. The time period chosen was post-Reconstruction to pre-World War I (approximately 1876-1910). Many problems immediately became evident and continued to multiply as the project progressed.

The first problem was the library. Eight classes (210 students) converged simultaneously upon the library. The librarian was not informed of the specific content or timetable until the morning the project began. On inspection, resources appeared extremely limited for even one class. Also, the students either needed reinforcement or totally lacked the proper researching skills to find appropriate information.

Social Studies teachers also found some weaknesses in their topics and material. The students had little, if any, prior contact with the time period. Hence, they had no grasp of a unifying theme or even basic vocabulary to carry out the research intelligently. Another problem arose when it was found that the topic list was not coordinated with the available resources. Much midpoint "juggling" was needed to help the student meet the requirements. Finally, the slow reader was often allowed to choose a topic that was only found in books written on an upper high school or college reading level. This student was totally lost.

The Language Arts teachers were equally handicapped by an ignorance of the subject matter. Consequently, they were unable to help on much of the research, a real problem since research was being supervised by them.

The general attitudes among the staff were frustration and irritation. The students were confused and, needless to say, found the research project tedious and pointless.

Since the project was to be repeated as an annual part of the curriculum, it obviously had to be retooled. The Language Arts staff, the Social Studies staff, and the librarian came up with the following objectives for the summer workshop:

1. clear research project goals
2. clear objectives for student learning
3. daily plan of process
4. available sources with a correlated list of topics
5. evaluative materials

THE PROJECT

Goals and Objectives

It became obvious that goals and objectives for this project must be broken down into four levels: Language Arts, Social Studies, Library, and Staff. Thus, the following organization:

Language Arts

This project is the final sequence of a three year plan to teach research and report writing skills to Heritage Middle School students. It also is the final sequence of three interdisciplinary units teaming the Language Arts staff with staff of another area of study in the school. Students, therefore, have started with a one paragraph report for Expressive Arts classes in sixth grade, progressed to a 1-2 page report for Science classes, and concluded with a 2-3 page report for Social Studies.

Objectives:

1. Reinforce report writing skills
   a. topic sentence
   b. note-taking
   c. organizing and outlining
2. Reinforce grammar skills
   a. spelling
   b. capitalization
   c. punctuation
   d. sentence structure
   e. proofreading

3. Introduce further report writing skills
   a. footnoting
   b. bibliography

Social Studies

Between 1865 and 1900, America experienced a painful, yet truly amazing stage in its evolution. This era of rapid change in technological, economic, and social conditions is often entitled the Gilded Age. This is an appropriate term since it conveys the idea of a glittering exterior disguising a dark, unlovely center. The new technology provided vast amounts of wealth to an isolated few, while it forced filthy, inhuman conditions on many more. The incongruity of this industrial revolution is the main theme of this unit.

Objectives:

1. Introduce research as a tool of the historian
2. Introduce numerous and varied sources available for research
3. Understand the general theme of the time period
4. Become an "expert" on one area and/or person of the era

Library

We are becoming increasingly dependent on information of all types to survive modern life. Technological gains and the increasing complexity of ideas make it imperative that our children learn focused and systematic methods for finding this information. This project is an effort to encourage use of the library as an information gathering agency.

Objectives:

1. Reinforce skills
   a. alphabetizing
   b. card catalogue
2. Introduce skills
   a. search strategy
   b. index use
   c. bibliography

Staff

A well-prepared staff makes for a smoothly running project. Cooperation

among teachers also makes the unit more effective in instructing the student.

Objectives:

1. Teaming
   a. planning
   b. facilities
2. Daily plan, specifying duties of each teacher

Daily Plan of Process

The included daily schedule hopefully will remedy many of the problems of the prior attempt. It will place the burden of research supervision on the Social Studies teachers, facilitating content or cross-referencing problems. The Language Arts teachers will provide Language Arts/Library skills introduction and reinforcement in their classroom time. This will relieve the library of half the number of students and the librarian of total responsibility for information gathering. It will also provide for systematic, rather than haphazard instruction (See Appendix Index).

Student Requirements for the Project

2-3 page handwritten report (3 drafts)

-topic sentence
-1 quotation, footnoted
-bibliography
-proofreading checklist

100 point total for Language Arts; 50 point total for Social Studies. The second and third drafts must be written in cursive and cover only one side of the paper. This third draft should also be in ink.

Available Sources and Topic List

Through the use of the Bracken Library and various other Ball State facilities, a surprisingly large list of sources and topics was compiled. Equally surprising was the amount of material already available in the library. The other books listed will be borrowed from either corporation libraries or other schools and colleges through ALSA 2.

To help make research more interesting to the students, many primary sources were copied and laminated to ensure long-life. These primary sources include such things as:

newspaper accounts of important events
political maps
testimony before government committees
personal reminiscences
political speeches
government and other historical documents

Also, to make students aware of the various sources used in historical research, many different types of media have been placed in the bibliography.

The topics for the research unit also became more numerous and hopefully more interesting. Such things as outlaws, sports, and fashions help increase the appeal of the information (See Appendix Index for samples).

Evaluation of the Project

Good evaluation examines the students' achievement of the prescribed goals and objectives. It also should be multidimensional to give a valid, overall view of the effectiveness of the project.* (Frank Sparzo, Ball State University) We have thus organized our evaluative instruments according to the organization of our goals.

Language Arts

1. Everyday worksheets, measuring skill progress
2. Finished paper, measuring skill accomplishment
3. Further writing samples, measuring skill retention

Social Studies

1. Finished paper, measuring the extent of research and understanding
2. Class discussion day, measuring enthusiasm and understanding
3. Attitude Survey, measuring students' concept of learning and enjoyment (to be included in library post-test)

Library

1. Skills pre-test
2. Skills post-test
3. Personal observation of project flow and change in post-project attitude

Staff

1. Personal observations
2. Individual staff meetings
3. Interdepartmental meeting

These evaluations will be used as summative for the students and formative for the project.

Additions to the Project

During the course of the project, a couple of additions seemed appropriate. Both have to do with ability grouping. The first deals with the slow learner and/or poor reader. These students are often severely handicapped by this type of project. Consequently, we have found two ways of easing their problem. The first solution is to include lower reading level books and multimedia presentations in our bibliography. Thus, the student may also use photographic and audio sources. The second solution is to designate on the teachers' list of topics those which have lower reading level material available. Here again, the student can be encouraged to choose one of these.

The second addition to the project meets the need of those students who enjoy academic challenge. For these students an independent, outside school project will be planned. Their research projects will center on local history. These students will be transported to local libraries, museums, etc. To qualify for this program, the student must go through an application procedure (See Appendix Index).

We feel these additions fill a need in our program and make this unit more effective in instructing special groups of students.

FINAL COMMENTS

The following pages include samplings of this project. Most of them have been mentioned in the previous pages. We have also chosen to include some handout materials on report writing that we have developed because they may be of value to others.

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_____. High Interest - Easy Reading for Junior and Senior High Students. Urbana, Illinois: National Council of Teachers of English, n.d.

_____. Leisure Reading for Grades 7, 8, & 9. Chicago: National Council of Teachers of English, 1932.

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Welken, Marion L. Guidebook for Teaching Library Skills; Using the School Library. Book 4. Minneapolis: T. S. Denison, 1967.

APPENDIX INDEX

Bibliography, sample ii-iii

Biography, how-to-research vii

Biography, topic list sample iv-vi

Daily Plan i

Libraries, Elkhart County xvi

Library skills, pre-test/answer sheet xii-xiii

Local history project xv

Map, election of 1876 ix

Museums, Elkhart County xvi

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Notecard, sample viii

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Speech, sample (Bryan's "Cross of Gold") x

Survey, attitude xiv

Topic list, see Biography

i (rr/jvb)

DAILY PLAN

	Social Studies	Language Arts
Monday	Introduce unit Filmstrip/Large Group	Library Pre-test Alphabetizing/Card Catalogue
Tuesday	Topical Overview Discuss Different Categories	Indexing Bibliographical Style
Wednesday	Choose topic Write topic sentence	Search Strategy/Large Group
Thursday	Research	Note-taking
Friday	Research	Quotations/Footnoting
Monday	Research	Outlining
Tuesday	Research	Writing First Draft
Wednesday	Research	Proofreading
Thursday	Research	Bibliography
Friday	Discussion Day	Writing the Final Draft Library Post-test/Survey
Next Week	Move to next topic	Finish writing Grade & recopy

Exercises for each of the skills will be provided by the Language Arts teachers, supplying each child with the same knowledge.

More specific deadlines will be determined in an interdepartmental meeting.

SAMPLE BIBLIOGRAPHY

These are just a few sample entries from a bibliography of approximately 950 items, representing references for at least three sources on every topic .

BOOKS

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Root, A. I. "After a Thousand Experiments, Two Boys Sail Like a Bird; Excerpt from The Wright Brothers: Heirs of Prometheus." Science Digest, September 1979, pp. 62-67.

AUDIOVISUALS

"18th. and 19th. Century Tools and Implements" [a Slide Set]. Washington, D.C.: National Gallery of Art.

"Industrialization," Parts 1, 2, 3 [a two-inch Video Cassette set, 30 min. each]. Denver, Colorado: KRMA-TV, Denver Public Schools.

"Labor Unions" [a Transparency set of 10]. San Jose, CA: Lansford Publishing Co., 1971.

"The Women's Movement--The Suffragettes" [a Filmstrip, 86 frames]. Pleasantville, N.Y.: Audio-Visual Narrative Arts.

iv (rr/jvb)

TOPIC LIST - BIOGRAPHY

Henry Adams - a writer against technology
* Jane Addams - the Hull House experiment
Susan B. Anthony - the rights of women
Philip D. Armour - the meatpacking business
J. J. Astor - the luxury hotel owner
Chester A. Arthur - the unexpected presidency
* Phineas T. Barnum - circus man
Clara Barton - founder of the Red Cross
* Alexander Graham Bell - inventor of the telephone?
Billy the Kid - an outlaw of the West
* Lucy Stone Blackwell - women's suffrage
J. G. Blaine - presidential nominee
J. G. Blaine - corruption in government
* Nellie Bly - newspaper report extraordinaire
Boss Tweed - political corruption in New York City
Lizzie Borden - murderess or victim?
William Jennings Bryan - the silver movement
William Jennings Bryan - voice of the common man
Luther Burbank - horticulture genius
Andrew Carnegie - immigrant to millionaire
Andrew Carnegie - philanthropist
Andrew Carnegie - the steel industry
Andrew Carnegie - help to the libraries
* George Washington Carver - making more than just peanuts
Mary Casatt - impressionistic artist
Carrie Chapman Catt - women's suffrage and peace
Samuel Clemens (Mark Twain) - humorist
Samuel Clemens (Mark Twain) - life on the Mississippi
Samuel Clemens (Mark Twain) - social commentator
Grover Cleveland - double president
* William Cody (Buffalo Bill) - show of the West
George M. Cohan - Yankee Doodle Dandy
Jay Cooke - banking czar
Stephen Crane - The Red Badge of Courage
* Crazy Horse - Indian in rebellion
General George A. Custer - general or politician?
Eugene V. Debs - fight for humane working conditions
Emily Dickenson - poet in an ivory tower
Ignatius Donelly - populism and farmers
Daniel Drew - railroad man
W.E.B. DuBois - black man, fight back!
George Eastman - the development of photography
Mary Baker Eddy - the Christian Scientist Movement
* Thomas Edison - the electric light
* Thomas Edison - the phonograph
* Thomas Edison - moving pictures
* Thomas Edison - inventor
* Henry Ford - mass production
* Henry Ford - development of the car for everyone
James A. Garfield - assassination of a president

v (rr/jvb)

(Biography continued)

* Geronimo - Indian leader
Samuel Gompers - American Federation of Labor
Jay Gould - railroad baron
Mark Hanna - man behind the presidency (McKinley)
Benjamin Harrison - Hoosier President
Benjamin Harrison - business legislation (silver/trusts)
Rutherford B. Hayes - president elected for reform
William Randolph Hearst - the newspaper baron
Oliver Wendell Holmes, Jr. - judge
Elias Howe - sewing machine
Williams Dean Howells - author
Henry James - author
* Jesse James - outlaw leader
Casey Jones - engineer and folk hero
* Chief Joseph (Nez Perce) - leader in face of death
Mary Ellen Lease - the populist movement
Cyrus McCormick - improved farm equipment
Dwight L. Moody - evangelist
J. Pierpont Morgan - railroad baron
* Samuel Morse - telegraph messages
* Annie Oakley - girl with a gun
Joseph Pulitzer - newspaper crusader
* Railroad Barons - Leland Stanford
Collis P. Huntington
James J. Hill
Edward H. Harriman
Jacob A. Riis - documentor of the poor
* James Whitcomb Riley - Hoosier poet
John D. Rockefeller - Standard Oil
John D. Rockefeller - trusts and unfair competition
John D. Rockefeller - philanthropist
* Theodore Roosevelt - author
* Theodore Roosevelt - cowboy
* Theodore Roosevelt - politician
* Theodore Roosevelt - president
* Sitting Bull - chief of the Sioux
John Philip Sousa - master of the march
* Mrs. Elizabeth Cady Stanton - women's rights
John L. Sullivan - boxing champion
Gustavus F. Swift - meatpacking
William H. Sylvis - labor movement
William H. Taft - popular president
* Samuel J. Tilden - crusader against corruption
* Samuel J. Tilden - loser in confused election
Tweed Ring - corruption in government (see TammanyHall)
Cornelius Vanderbilt - railroad baron
Vanderbilts - riches to burn
Booker T. Washington - blacks, play along
Booker T. Washington - Tuskegee Institute
* James Watt - steam engine
Walt Whitman - American poet of democracy
Eli Whitney - interchangeable parts
Eli Whitney - cotton gin

(Biography continued)

Frances E. Willard - temperance leader
Frank Lloyd Wright - architect
* Orville and Wilbur Wright - first air travel

Collected Biographies

Presidents between 1876-1908
Women's Rights Leaders
* Indian Leaders
* Black Leaders
* Outlaws
Rough Riders

Other topic lists include the following headings:

INVENTIONS
ECONOMICS/LEGISLATION/BUSINESS
SOCIAL CONDITIONS
SOCIAL PASTIMES
EVENTS

(A how-to-write-a-report on each of the other topics is available also.)

vii (rr/jvb)

Researching a Biography Report

Research is an organized search for information. You are trying to gather information and tell others about what you have learned. Obviously, you must make sense and back up your statements with facts and opinions of qualified people. The following is a guide to where to start researching and the steps to follow.

First source:

I don't know who this is! (or even if you do!) Then go to an encyclopedia or biographical encyclopedia and find out! Understand! Then take down (in your own words) important facts and ideas.

Second source:

How does this person relate to the time period? Find a more specific book that traces this person in the time period. This might be a history textbook or a biography (or collection of short biographies).

Third source:

What else is important? What did others think about him/her? What did he/she have to say about his/her life or times? What contributions did he/she make? Look into other sources:

Other books	testimony before gov't. committees
filmstrips	newspapers
slides	videotapes
magazine articles	transparencies
speechs	

Answer these questions at the very least:

- full name
- place(s) lived
- mother/father - name/occupation
- brother(s)/sister(s) - name/important influences
- important events during lifetime
- contributions:
  - what?
  - when?
  - where?
  - why?
  - value to tohers?
  - how does it reflect time period?

Don't forget a quotation. It can either by by or about your person. Take it down word for word and put quotation marks around it.

These are examples of the type of notecards and proofreading checklists we provide the student. We also provide sheets and worksheets on bibliography, footnoting, outlining, and researching.

Author _____

Title _____

_____ (Vol. No.) ___

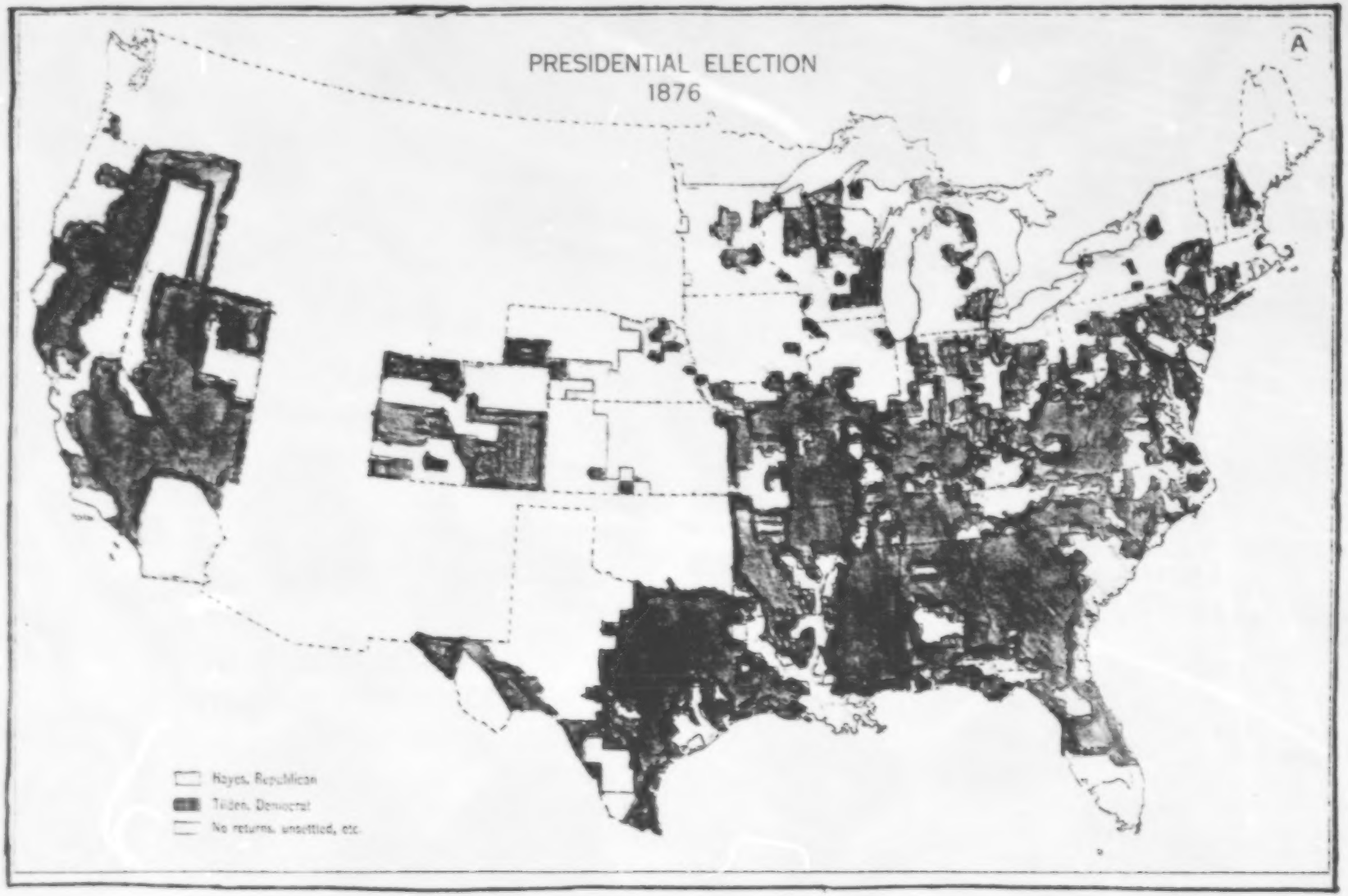
Place Published _____

Publishing Co. _____

Copyright date _____ Page No. ___

Proofreading Checklist Name _____

	Yours	LA	SS
Form:			
written in cursive			
heading (SS/LA teacher included)			
written on one side of paper			
has topic sentence			
has footnote			
has bibliography			
Grammar:			
checked spelling			
checked for needed capital letters			
checked punctuation (periods, commas, etc.)			
underlined or used "" for titles			
Sentence Structure:			
no fragments (parts of sentences)			
no run-ons (more than one sentence hooked together)			
not lots of "and's"			


(A)
PRESIDENTIAL ELECTION
1876
Hayes, Republican
Tilden, Democrat
No returns, unsettled, etc.

ix (rr/jvb)

[62.] *"You Shall Not Crucify Mankind Upon a Cross of Gold"*

William Jennings Bryan closes debate on the adoption of the 1896 Democratic platform and earns himself the nomination. [William Jennings Bryan, *The First Battle: A Story of the Campaign of 1896* (Chicago: W. B. Conkey Company, 1896), pp. 204-6.]

And now, my friends, let me come to the paramount issue. If they ask us why it is that we say more on the money question than we say upon the tariff question, I reply that, if protection has slain its thousands, the gold standard has slain its tens of thousands. If they ask us why we do not embody in our platform all the things that we believe in, we reply that when we have restored the money of the Constitution all other necessary reforms will be possible; but that until this is done there is no other reform that can be accomplished.

. . .

Hoogenboom, Ari and Hoogenboom, Olive. The Gilded Age. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1967.

Mr. Carlisle said in 1878 that this was a struggle between "the idle holders of idle capital" and "the struggling masses, who produce the wealth and pay the taxes of the country;" and, my friends, the question we are to decide is: Upon which side will the Democratic party fight; upon the side of "the idle holders of idle capital" or upon the side of "the struggling masses?" That is the question which the party must answer first, and then it must be answered by each individual hereafter. The sympathies of the Democratic party, as shown by the platform, are on the side of the struggling masses who have ever been the foundation of the Democratic party. There are two ideas of government. There are those who believe that, if you will only legislate to make the well-to-do prosperous, their prosperity will leak through on those below. The Democratic idea, however, has been that if you legislate to make the masses prosperous, their prosperity will find its way up through every class which rests upon them.

You come to us and tell us that the great cities are in favor of the gold standard; we reply that the great cities rest upon our broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the streets of every city in the country.

My friends, we declare that this nation is able to legislate for its own people on every question, without waiting for the aid or consent of any other nation on earth; and upon that issue we expect to carry every State in the Union. I shall not slander the inhabitants of the fair State of Massachusetts nor the inhabitants of the State of New York by saying that, when they are confronted with the proposition, they will declare that this nation is not able to attend to its own business. It is the issue of 1776 over again. Our ancestors, when but three millions in number, had the courage to declare their political independence of every other nation; shall we, their descendants, when we have grown to seventy millions, declare that we are less independent than our forefathers? No, my friends, that will never be the verdict of our people. Therefore, we care not upon what lines the battle is fought. If they say bimetalism is good, but that we cannot have it until other nations help us, we reply that, instead of having a gold standard because England has, we will restore bimetalism, and then let England have bimetalism because the United States has it. If they dare to come out in the open field and defend the gold standard as a good thing, we will fight them to the uttermost. Having behind us the producing masses of this nation and the world, supported by the commercial interests, the laboring interests, and the toilers everywhere, we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold.

242 x (rr/jvb)

NEW-YORK, TUESDAY, MAY 4, 1886.

BLOODSHED IN CHICAGO

INITIATING THE EIGHT-HOUR FIGHT WITH BROKEN HEADS.

FIERY SPEECHES INCITE LUMBERMEN AND OTHERS TO ACTS OF VIOLENCE—THE FREIGHT HANDLERS' DEMANDS.

CHICAGO, May 3.—The eight-hour move-ment spilled its first blood to-day [illegible] Vojtek, a lumber shover 38 years old, was fatally wounded, and a dozen more strik-ers, with bullet holes in their bodies, rep-resented the result of the first encounter. There was a collision at McCormick's Reaper Works between a mob of 4,000 or 5,000 Anarchist workmen and tramps, numbering with them sympathizers and a squad of police. More than 50 shots were fired and hundreds of windows in the works were smashed. There are broken heads and bones [illegible] through the lumber district [illegible] for the [illegible] leaders have fled and [illegible] fun. The talk of storming McCormick's [illegible] started early in the morning among the thousands of ignorant Anarchistic lumbermen who have been on a strike since Fri-day night. The ostensible reason for the animosity against the reaper works was that it was objected that the men there worked 10 hours instead of demanding a [illegible] of men were induced by threats and arguments to stay away from the works this morning, but

ROOSEVELT

Sweeps North and West and Is Elected President.

SAYS HE WILL NOT RUN AGAIN

Will Have 325 Electoral Votes—Republican Gains in Congress—Folk, La Follette and Douglas Win Governorship Fights.

xii (rr/jvb)

LIBRARY PRE-TEST 8th. Grade

DO NOT WRITE ON THIS SHEET

Answer the following questions on the answer sheet provided.

I. ALPHABETIZING: In the following examples, the given word would appear just after one of the following words. Write the correct word in the blank on the answer sheet.

1. Engaged appears just after enter, engage, enjoy, encouragement.
2. Death appears just after dear, dearth, decide, decent.
3. Cash appears just after catastrophe, case, cashbook, catarrh.
4. Along appears just after alone, anchor, anaroh, aloft.
5. Mask appears just after metal, merit, mash, masked.

II. ALPHABETIZING: For the following a - j list, place them in the order, from 1 - 10, in which they should be alphabetized, in the blanks provided on the answer sheet.

a. Scholz, Jackson. Batter Up.
b. Sherburne, Zoa. Almost April.
c. Seredy, Kate. The Good Master.
d. Robertson, Keith. Three Stuffed Owls.
e. Rankin, Louise. Daughter of the Mountains.
f. Robinson, Mabel L. Bright Island.
g. Scholz, Jackson. Halfback on His Own.
h. Seredy, Kate. The Singing Tree.
i. Ritchie, Rita. Ice Falcon.
j. Pease, Howard. The Jinx Ship.

III. CATALOG CARD: Using the following example from the card catalog, show each part of the card asked for by writing the answer on the answer sheet.

385.09	RAILROADS -- HISTORY
Aul	Ault, Phil.
	"All Aboard!" The Story of Passenger Trains in America. New York: Dodd, Mead & Co., 1976.
	183p.

xiii (rr/jvb)

ANSWER SHEET
LIBRARY PRE-TEST
8th. Grade

STUDENT NAME_____
TEACHER NAME_____
DATE_____

I. ALPHABETIZING:

1._____
2._____
3._____
4._____
5._____

II. ALPHABETIZING:

1._____ 6._____
2._____ 7._____
3._____ 8._____
4._____ 9._____
5._____ 10._____

III. CATALOG CARD:

1.Author_____
2.Publisher_____
3.Title_____
_____
4.Call Number_____
_____
5.Copyright Date_____
6.Subject_____
7.Place of Pub._____

IV. ENCYCLOPEDIAS AND DICTIONARIES:

A. Where, in this school, can you find a dictionary?

_____ _____ _____

B. Where, in this school, would you be able to find an unabridged dictionary? _____

C. Place a checkmark in front of each of the following titles which you are sure the Heritage Middle School Library has.

_____Academic American Encyclopedia
_____Collier's Encyclopedia
_____Columbia Encyclopedia
_____Compton's Encyclopedia
_____Encyclopedia Americana
_____Encyclopaedia Britannica
_____New Book of Knowledge
_____World Book Encyclopedia

D. Look back at the above list and circle the checkmark for the one you would most often turn to first.

PROJECT EVALUATION

You are an important person to our planning for next year's research project. Please answer the following questions honestly and seriously.

Name of topic_____

Circle the number closest to your opinion. (1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree, and 5 - strongly agree)

1 2 3 4 5 I had little trouble finding 3 sources of information.

1 2 3 4 5 I had enough information to write a 2-3 page report.

1 2 3 4 5 I learned some about the time in American history from 1876 to 1910.

1 2 3 4 5 I learned some about my particular project.

1 2 3 4 5 I enjoyed this way of learning about history.

1 2 3 4 5 My teachers were helpful when I needed them.

1 2 3 4 5 The librarian was able to help me find information.

List the different types of material you used. (encyclopedias, books, pamphlet file, filmstrips, slides, etc.)

The hardest part of the paper was . . .

Give one suggestion that might help improve our project for next year.

xv (rr/jvb)

Local History (1876-1910) - an independent unit

The students will have an option to apply for an independent, extra-scholastic research paper. The requirements will be the same; however, the research topics will be on local history.

To enter the independent program the following requirements must be met by the student:

1. A paragraph on "Why I Would Like to Study Local History"
2. Recommendations by Social Studies and Language Arts teachers
3. Approval by unit committee (1 SS teacher, 1 LA teacher, and librarian)
4. Parental approval and permission form

The following areas will be evaluated by the committee through teacher experience, test scores, and homework scores:

1. Ability to work independently
2. Ability to read at or above grade level
3. Ability to cooperate with the teacher and other students
4. Ability to synthesize information
5. Expression of desire to enter project

POSSIBLE TOPICS

Local Buildings
Local Industry
Local City Development
Local Railroads
Local Churches
Local Automobiles
Careers during time frame
Working conditions/habits
Schools
Fashions
Lifestyles
Ethnicity (immigration)

xvi (rr/jvb)

SOURCES FOR ELKHART COUNTY HISTORY

LIBRARIES

Goshen Public Library
601 S. 5th St.
Goshen, Indiana

Elkhart Public Library
300 S. 2nd St.
Elkhart, Indiana

Bristol Public Library
Vistula St.
Bristol, Indiana

Middlebury Public Library
Middlebury, Indiana

Nappanee Public Library
157 N. Main St.
Nappanee, Indiana

Wakarusa Public Library
124 N. Elkhart St.
Wakarusa, Indiana

MUSEUMS

Elknart County Genealogical Society, Inc.
Rush Memorial Center
P.O. Box 434 (2 blocks west of traffic light on SR 120)
Bristol, Indiana

Museum hours - Sat. 1-4; Sun. 1-5

Ruthmere (restored house museum)
302 E. Beardsley
Elkhart, Indiana

Director: Robert Beardsley

Hours: Tues.-Fri. Tours, 11:00, 1:00, 3:00

Midwest Museum of American Art
429 S. Main St.
Elkhart, Indiana

Hours: Tues.-Fri. 11:00-5:00
Thurs. evening 7:00-9:00
Sat. and Sun 1:00-4:00

Gardner House (headquarters for Goshen sesquicentennial)
317 S. Main St.
Goshen, Indiana

Hours: Sat. 10:00-5:00
Sun. 1:00-5:00
Mon. 10:00-8:00